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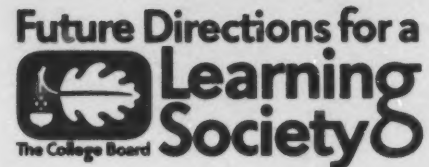
## ABSTRACT

This report presents the opinions of a large cross section of policy decision makers from many fields in response to three basic questions about the future of adult learning: (1) What trends will have the most impact on life in America from 1980 to 2000? (2) What societal, institutional, and personal needs should be given priority as goals? and (3) What changes are needed to alter future directions of adult learning and what groups should initiate those changes? Also reported are some respondents' forecasts of direction, rate of change, and impact of societal trends, and reactions to the goals survey in terms of present and future importance of each particular goal. The goals survey itself organizes 120 goal statements, each with its relative mean priority ranking for the present and the future, into seventeen content areas. These areas include such topics as lifelong learning, leisure, psychological health, and minorities. The summary of the general findings notes that (1) the general attitudes towards lifelong learning opportunities are extremely supportive, while (2) lowest priorities are assigned the special interests of minorities, military service, and religious organizations. The appendixes furnish a description of participants and organizations represented in the survey, directions for the survey, and a technical summary explaining methodology.

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Report of the National Forum on  
Learning in the American Future:

FUTURE NEEDS AND GOALS FOR ADULT LEARNING

1980 -- 2000

by

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## Purposes

This report is a summary of the findings of the Goals Survey completed in the second (and final) round of the National Forum on Learning and the American Future.

The forum was designed to answer three basic questions about the future of adult learning:

1. What contemporary and future societal trends will have the most impact on life in America from 1980 to 2000?
2. What societal, institutional, and personal needs should be given high priority as goals for the future of adult learning from 1980 to 2000?
3. What changes, if any, are needed to alter the future directions of adult learning over the next twenty years and what societal or institutional groups should initiate those changes?

## Participant Response

Agreeing to participate in the forum were 1556 policy decision makers, educators, and scholars who, by virtue of their organizational roles, expertise, and reputations, are in a position to influence the future directions of adult learning in the United States (see Appendices A and B for a detailed summary of the participants).

In the first round of the forum, 82 percent (1276) of those who agreed to participate completed and returned the Societal Trends Survey. Participants were asked to respond to a series of societal trend statements in three ways:

1. Forecast the direction and rate of change for the societal trend from 1980 to 2000 (forecast).
2. Assess the impact of the societal trend, as you have forecast it, on life in America from 1980 to 2000 (impact).
3. Comment on your response in any way you want (comments).

In the second round of the forum, 41 percent (613) of those who received the Societal Trends Report completed and returned the Goals Survey. (see Appendix B for a detailed summary of the respondents). The participants were asked to read the Societal Trends Report and respond to a series of goal statements in three ways (see appendix C for specific directions):

1. Assess how important the goal is at the present time based on your sense of the time, money, and effort now being invested in its achievement (present goal).
2. Make a judgment about how important the goal should be based on your forecast of future needs (future goal).
3. Comment on the goal statement in any way you want (comments).

## Goals Survey

The Goals Survey was developed as an economical way to involve a large, national panel of policymakers, professionals, and scholars in an assessment of alternative goals for adult learning. The survey questionnaire consists of 120 goal statements organized into 17 different content areas with 7 or 8 statements in each area:

- |                                       |                          |
|---------------------------------------|--------------------------|
| o Lifelong Learning                   | o Psychological Health   |
| o Disadvantaged                       | o Women, Work and Family |
| o Senior Citizens/Aging               | o New Faculty Roles      |
| o Alternative Lifestyles              | o Citizen Participation  |
| o Employment, Counseling and Training | o Leisure                |

- |                     |                               |
|---------------------|-------------------------------|
| o Professionals     | o Financing Lifelong Learning |
| o Liberal Education | o Minorities                  |
| o Media/Learning    | o Military Service            |
|                     | o Religious Values            |

To cover the entire range of issues and save the participants' time, the goal statements were randomly assigned to three different versions of the questionnaire, each consisting of 30 common statements and 30 different statements. For this reason, the number of responses for some goal statements is based on the total population of survey participants and for others for only about 33 percent of the sample.

#### General Findings

1. General attitudes of the Goals Survey respondents toward future expansion of lifelong learning opportunities for adult learners was extremely supportive.
2. Lifelong learning ranked second as a future goal category and had the largest increase between present and future priorities among the seventeen content areas.
3. Although extremely supportive of lifelong learning for adults as a concept, respondents ranked the alternatives presented for financing lifelong learning as a low future priority.
4. Goals concerned with functional literacy and general education, necessary as a foundation for lifelong learning, ranked higher than any other goals in the survey.
5. Goals related to high priority problems identified in the Societal Trends Survey were ranked high as priorities in the Goals Survey (e.g., coexistence in a global society, energy conservation, aging, chronic unemployment).
6. Work-related goals consistently ranked higher than goals related to leisure, cultural enrichment, and personal fulfillment.
7. Equal opportunity in education and employment consistently ranked much higher as a goal priority than affirmative action.
8. Affirmative action goals experienced the largest decrease between present and future goal priorities in the survey.
9. Selective admissions and preparation of undergraduates for graduate training and the professions experienced the second largest decrease between present and future goal priorities.
10. Respondents indicated a definite preference for voluntary rather than mandatory participation in adult learning.
11. Traditional family goals were ranked higher than career-related goals for women as future goal priorities.
12. The lowest priorities in the Goals Survey represented the special interests of minorities, military service, and religious organizations.

#### Reading the Report

The report is organized into seventeen content areas, each of which summarizes the results for related goal statements in that part. The results are presented in priority sequence based on the relative rank of the mean on future goals. Hence, higher priority content areas and goals precede lower priority content areas and goals in the report. Thus the reader can either start at the beginning and review the results in priority order, or branch to content areas that are of special interest (see Table of Contents).

Introducing each content area is a brief summary to highlight priorities, problems, and issues. The arrangements of statements within each content area is also presented in priority sequence based on the relative rank of the mean on future goals. A star to the left of the number of a statement alerts the reader to its importance as one of the ten top priority goals in the survey.

For each goal statement, the number of responses, the mean (average) present priority, and the mean (average) future priority are reported. The ranking of the means for present and future goal priorities are interpreted for each goal statement using the table below:

| <u>Relative Mean Priority Ranking</u> | <u>Interpretation Statement</u> |
|---------------------------------------|---------------------------------|
| 1 - 10                                | Very high priority              |
| 11 - 30                               | High priority                   |
| 31 - 60                               | Moderately high priority        |
| 61 - 90                               | Moderately low priority         |
| 90 - 110                              | Low priority                    |
| 111 - 120                             | Very low priority               |

Relative ranks are interpreted separately for present and future goal priorities to reveal any upward or downward shifts in relative priorities between perceived goals (present) and preferred goals (future).

Comments representative of the views forum participants expressed are presented to clarify the thinking and reasoning that entered into their consideration of priorities and issues.

Although for the majority of goal statements consensus was high, about twenty statements were flagged in the report as very low consensus items where there was significant disagreement among the forum participants.

#### Limitations

In reading the report, several limitations of the study should be kept in mind.

The results reflect the composition of the forum participants and the goal statements selected for assessment. In a national policy study, the number of groups is necessarily large, and limitations on questionnaire length preclude simultaneous consideration of many goals that are of special interest to particular subgroups.

Although efforts were made to balance representation, some groups are over-represented (e.g., educators, state government, military), while others are underrepresented (e.g., minorities, women, religious organizations, unions). For example, had the representation of women (15%) and minorities (2%) been at higher levels, goal statements related to equal opportunity and affirmative action might have been selected as higher priorities.

Forums conducted at the state, community, and institutional level doubtless would produce some of the same priorities. But many priorities would be different as the scope of the study, forum participants, special interests, and local circumstances varied. For these and other reasons, forums conducted at other levels would be necessary to plan the future directions of adult learning.

The lower response rate (41%) for the Goals Survey as compared with the Societal Trends Survey (82%) leaves open the question of bias in the responses. Although there were no significant differences in group representation between the two surveys, the possibility exists that those who were more favorably disposed to adult learning answered the Goals Survey.

The level of generality and specificity is not uniform across the goal statements. More general statements which are widely applicable to large populations are likely to have a higher priority than more specific statements that represent special interests of smaller populations. For this reason, it is important to consider the wording of a goal statement in interpreting the significance of a goal priority.

# Part I: Lifelong Learning (A High Priority Area)

The forum agreed that lifelong learning should be a high priority future goal, increasing in importance from 1980-2000 in the time, money, and effort invested in adult learning.

Equality of opportunity for people of all ages and conditions in life was a high consensus goal ranked as a high future priority. Expanding adult learning opportunities through cooperative services, the forum agreed, should also be a high future priority.

Comments seemed to recognize the necessity of lifelong learning in a complex and rapidly changing world. But concern was expressed that learning opportunities satisfying individual needs and aspirations are not enough; learning must be geared to available career opportunities. Under adverse economic conditions, educational providers will have to cooperate to avoid unnecessary duplication of effort and to expand adult learning opportunities with limited resources.

Although ranked as a high future priority, opinion was divided about instilling in adults a desire for lifelong learning and independent study. From the comments, the issues seemed to be whether motivation should be voluntary or compulsory and whether it must be instilled at an early age or during the adult years.

Research on adult human development, life transitions, and lifelong learning was ranked as a moderately high future priority in the forum. Helping adults clarify and design strategies for personal goal attainment was also ranked moderately high for future attention. Some resistance and skepticism was expressed about the value of research in the social sciences and the contribution professionals in helping roles can and should make to adult learning.

Educational brokering was ranked as a low future priority. Resistance reflected in the comments seemed to argue that educational brokering is an unnecessary duplication of services offered by schools and colleges and that accurate information about available opportunities rather than biased counseling is the problem.

## 1. TO PROVIDE LEARNING OPPORTUNITIES FOR PEOPLE OF ALL AGES AND CONDITIONS IN LIFE, SUITED TO THEIR OWN INDIVIDUAL NEEDS AND ASPIRATIONS

N= 204

Moderately High Present Priority (Mean 2.6)  
High Future Priority (Mean 3.8)

- \* Many community colleges are already doing this very well.
- \* Individual needs and aspirations must be geared to available jobs; learning opportunities are not enough.
- \* I support this, but within the context of our own institution's admissions and academic standards.
- \* Priorities will have to be established because financial support will be scarce.
- \* This would mean restructuring the way we view education, certification, and degrees.
- \* We simply cannot afford individualized and subsidized education now, nor will we be able to in the future.

## 2. TO INSTILL IN ADULTS A DESIRE FOR LIFELONG LEARNING AND INDEPENDENT STUDY

N= 613 Very Low Consensus on  
Future Importance

Moderately High Present Priority (Mean 2.6)  
High Future Priority (Mean 3.9)

- \* Increasingly complex demands in an uncertain future (e.g., energy crisis) will require citizens who are competent in learning.
- \* The concept of lifelong learning will have to be instilled early, and its emphasis must be continuous throughout education.
- \* The desire for learning is there. What we need is a way to avoid destroying it through our educational system.

- \* Desire will follow, not precede, real opportunities for lifelong learning.
  - \* This is the answer to the demand for mandatory continuing education. It should be voluntary, not compulsory.
  - \* Desire for lifelong learning will come from role models in the home (parents) or in the schools (teachers and peers).
  - \* Does anyone know how to instill desire?
  - \* Youth cannot wait to get away from school. Lifelong learning is O.K. for those who want it.
  - \* This is an educator's fantasy; some will voluntarily learn, but others could not even be driven to learn.
3. TO EXPAND ADULT LEARNING OPPORTUNITIES THROUGH COOPERATIVE SERVICES OFFERED JOINTLY BY DIFFERENT EDUCATIONAL PROVIDERS (e.g., COLLEGES, EMPLOYERS, TV)

N= 204

Moderately High Present Priority (Mean 2.6)  
High Future Priority (Mean 3.8)

- \* Cooperation among providers will be essential to expand opportunities while minimizing costs.
  - \* There is cooperation now, but it is fragmented and unorganized which causes unnecessary duplication (e.g., two colleges teach auto mechanics as do local schools).
  - \* This is really the way education needs to move; increase access by taking down the walls between colleges and other educational institutions.
  - \* There is already a need for cooperation, but in the future we should consider putting classrooms in more accessible and appropriate environments like the work place.
  - \* Cooperation is a major issue; we need to stop talking and do something.
  - \* Given our economy and the need for fiscal stability, how can we encourage cooperation as opposed to competition?
4. TO HELP ADULTS CLARIFY AND DESIGN STRATEGIES FOR ACHIEVING PERSONAL GOALS

N= 613

Moderately High Present Priority (Mean 2.6)  
Moderately High Future Priority (Mean 3.6)

- \* Very important, especially to young adults. An important factor in human resources development.
  - \* 35 to 40 percent of adults need assistance in clarifying their personal goals.
  - \* Goal setting has been underrated. Some educators and managers know the value; the majority do not.
  - \* We must find ways to help people develop more realistic life expectations and to use fully their particular capabilities.
  - \* Selectivity in a society of declining abundance and choice will be more the mark of survival than individual success.
  - \* Many prefer to clarify goals and work toward them on their own.
  - \* Excessive emphasis on personal goals diminishes the importance of social goals.
  - \* The ability to think clearly and to relate means to ends is the goal of any good education, but not for the purpose of achieving specific personal goals.
  - \* This is very difficult because of the inherent complexity of defining individual wants with any degree of certainty.
  - \* Most people are too busy doing and living to take time for such efforts.
  - \* I lack confidence in our self-styled people helpers. I distrust their assumptions and question their competence and strategies. The solution may indeed be worse than the problem.
  - \* A pretty arrogant, godlike role seems to be emerging, but I may be overly sensitive.
5. TO SUPPORT RESEARCH ON ADULT HUMAN DEVELOPMENT, LIFE TRANSITIONS, AND LIFELONG LEARNING

N= 204

Moderately Low Present Priority (Mean 2.5)  
Moderately High Future Priority (Mean 3.5)

- \* This is a critical need. Far too little is known about adult lifestyles and adult education.

- \* Research is needed, but do not exclude cooperative action research from the mix in studying adults in transition. Research and demonstration without funds to implement programs are useless.
  - \* Research progress has been slow because we are just beginning to understand the process of human development in adults.
  - \* Although this is of moderate significance now, greater effort by appropriate agencies and institutions is justified.
  - \* I do not see this as a high priority.
  - \* Let's not try to program human beings too much.
  - \* Too many professionals are making a living observing what is a natural tendency for adults; lifelong learning is defined as a new recipe for living each month.
6. TO PROVIDE EDUCATIONAL INFORMATION AND COUNSELING THROUGH AGENCIES OTHER THAN SCHOOLS AND COLLEGES

N= 179

Low Present Priority  
Low Future Priority

(Mean 2.2)  
(Mean 3.1)

- \* Independent brokering agencies are now doing this by placing client needs first, rather than focusing on the capacity of the school or college.
- \* Many adults are reluctant to use educational institutions in their later years; therefore, different educational agencies are needed to reach these adult learners.
- \* As formal schooling declines relative to informal learning, the need for independent brokering will increase.
- \* Brokering may not be as important as once thought because of higher education consumerism and increasing pressure on colleges to maintain enrollments.
- \* Schools and colleges are best suited to serve as brokering institutions for adult learners.
- \* There is no need to duplicate existing services which necessitate additional costs.
- \* A variety of life experiences have already prepared adults to encounter advice with a certain objectivity. A greater danger than biased information is ignorance about available programs.
- \* Too many duplicate organizations exist; excellent service could be provided through consolidation.
- \* What agencies will substitute? Government? What a waste of money!

## Part II: Disadvantaged (A High Priority Area)

The forum saw serving the needs of individuals who are economically, educationally, or physically disadvantaged as a high priority need continuing into the future. The problem of dependency was clearly recognized; the issue seemed to be where social responsibility should end and personal responsibility should begin in helping disadvantaged adults achieve self-sufficiency.

Functional literacy was ranked among the top ten goals in the survey. Acquisition of basic language skills and knowledge of American political, economic, and legal systems were viewed as very high priority goals for the future of adult learning. In a complex democratic society, intelligent and informed citizens, workers, and consumers will increasingly demand higher levels of knowledge and skills.

The forum identified probable causes and consequences, but offered few solutions to the problems of the disadvantaged. Illiteracy was seen as causing social dependence and unequal educational and employment opportunities for the disadvantaged.

The comments reflected divergent views about social and personal responsibility. One view is that traditional educational programs in schools and colleges have failed; nontraditional programs for disadvantaged adult outside of formal educational institutions are the solution. The view that all adults must be assured of having the necessary skills for survival is resisted on the grounds of encouraging excessive government control and threats to cultural/ethnic pride and personal freedom.

Helping disadvantaged individuals who are unwilling to help themselves is opposed as a burden on society. Offering motivated individuals an opportunity to achieve self-sufficiency seems more acceptable to the forum than attempting to motivate and help dependent people.

1. TO ENSURE THAT EVERY ADULT IS ABLE TO READ, WRITE, AND SPEAK ENGLISH WITH SUFFICIENT FLUENCY TO FUNCTION COMPETENTLY AS A WORKER, CONSUMER, AND CITIZEN

N= 613

|                            |            |
|----------------------------|------------|
| Very High Present Priority | (Mean 3.4) |
| Very High Future Priority  | (Mean 4.4) |

- \* Survival of any democratic society depends on the literacy of its population.
- \* It is the key to productivity and cooperation, and the most important goal for adult learning.
- \* Public schools have failed to achieve this goal; literacy programs should be available to all adults who need them, but outside of traditional educational programs.
- \* Providing the opportunity is important, but it is not possible to ensure a desire for literacy on the part of adult learners who are not motivated.
- \* If literacy goals can be achieved without destroying ethnic pride, it is worth the costs (e.g., Hispanic migration intensifies the problems of functional literacy).
- \* The major expenditure of effort to achieve literacy goals has to be in grades 1 and 2.
- \* Bilingual programs are pushing the U.S. toward a multilingual culture in the name of equality.
- \* Demands of Spanish-speaking minorities for bilingual programs discounts the importance of English and threatens American social solidarity.
- \* In a multilingual society, minimum competence in English is essential as a medium of communication to integrate our pluralistic cultures.
- \* Periodic checkpoints in the educational system are essential to assess progress, efficiency, and minimum language competency.
- \* In a highly literate society, illiteracy causes dependence on others.
- \* The cost of achieving functional literacy may exceed society's willingness and ability to pay.

2. TO HELP THE HANDICAPPED LEAD SELF-SUFFICIENT, PRODUCTIVE, AND SATISFYING LIVES

N= 613 Very Low Consensus on  
Present Importance

|                            |            |
|----------------------------|------------|
| Very High Present Priority | (Mean 3.2) |
| Very High Future Priority  | (Mean 4.0) |

- \* It is about time the nation took the problems of the handicapped seriously; this is an enormous reserve of unused talent.
- \* The handicapped are more of a national resource than they are a liability.
- \* Society will benefit as much as the individual when the handicapped are treated as first-class citizens.
- \* More consciousness-raising is needed; we are still trying to hide them instead of serving their needs.
- \* The handicapped have always been at the bottom of the ladder; they need assistance as much, if not more, than minorities and women do.
- \* Increased self-sufficiency will reduce the dependence of the handicapped on public support.
- \* Future emphasis will build on strengths rather than the deficiencies of the handicapped.
- \* Importance of this goal will increase as the handicapped become better organized, more visible, and more activist in their demands.
- \* We should proceed with caution; this is a very expensive objective. Costs will force hard choices among competing priorities.

3. TO MAKE CERTAIN THAT ALL ADULTS HAVE SUFFICIENT KNOWLEDGE OF AMERICAN POLITICAL, ECONOMIC, AND LEGAL SYSTEMS TO FUNCTION COMPETENTLY IN A DEMOCRATIC SOCIETY

N= 230    Very Low Consensus on                      High Present Priority                      (Mean 2.8)  
                  Present Importance                      Very High Future Priority                      (Mean 4.0)

- \* This should be part of the core curriculum in high school and college and available through other learning.
- \* Informed citizen participation is important, but knowledge of existing systems is only one component.
- \* A goal for people capable of understanding such systems and reasonably competent to act on information; certainly valid for more people than at present.
- \* Especially a problem for non-English speaking aliens.
- \* Activists monitor the workings of the system on behalf of others who lack understanding of the system.
- \* The media are effective in this area; use them to educate adults at government expense (e.g., public TV, public interest articles).
- \* Participation will always be less than 100 percent in a democracy; those who are interested will participate.
- \* The democratic heritage of this country is in danger; most people do not understand the importance of the Bill of Rights.
- \* Provide the opportunity, but leave the initiative to learners.
- \* At present efforts to inform citizens are sponsored and distorted by special interest groups.

4. TO HELP UNMARRIED, SEPARATED, AND DIVORCED MOTHERS TO ACHIEVE ECONOMIC SELF-SUFFICIENCY WHILE PROVIDING ADEQUATE CARE FOR THEIR CHILDREN

N= 230                                      High Present Priority                      (Mean 2.8)  
                                                                                                  Moderately High Future Priority (Mean 3.7)

- \* Single-parent households are certain to increase, and the number of unwed mothers and divorcees makes this a must.
- \* A very important goal when the alternative is reliance on welfare with all of its debilitating influences.
- \* Child day-care services will improve and become increasingly available
- \* In the future, this problem will confront fathers as well as mothers.
- \* Training with day-care is fine, but do not ask taxpayers to support this beyond the duration of the course needed to put women in the work force.
- \* Emphasis instead needs to be given to prevention, i.e., avoiding the birth of unwanted children.
- \* This is a personal, not a social, responsibility.
- \* Why only this group? Why not for everyone?
- \* Assuming an intelligent, careful approach to reproduction, most mothers can handle this problem.

5. TO INCREASE ACCESS TO LEARNING OPPORTUNITIES FOR THE HANDICAPPED (e.g., HOME DELIVERY, SPECIALIZED FACILITIES, TRANSPORTATION)

N= 230                                      High Present Priority                      (Mean 2.8)  
                                                                                                  Moderately High Future Priority (Mean 3.6)

- \* The intrinsic importance of this issue is very high, but the small numbers involved, as with minorities and women, lowers this ranking in importance.
- \* Mainstreaming for children and home delivery for adults will increase.
- \* Programs should be designed to train the handicapped to lead useful lives; self-respect is the greatest need of the handicapped.
- \* Technology will help to increase access to learning opportunities for the handicapped.
- \* We have already gone too far with PL 94-142 in trying to educate all handicapped children.
- \* Economics makes this a difficult goal to achieve within reasonable expenditures.

6. TO INCREASE PUBLIC AWARENESS OF THE NEEDS, RIGHTS, AND ABILITIES OF THE HANDICAPPED

N= 204

High Present Priority (Mean 2.8)  
Moderately High Future Priority (Mean 3.5)

- \* An issue whose time has come; we have a good start, which should continue with vigor and thought.
- \* Awareness is important because valuable human resources are being buried by handicapped labels.
- \* The mass media are effective in carrying the message of the handicapped to the public.
- \* We have to weigh what can be done for the handicapped against other societal needs.
- \* Recent legislation has helped increase awareness, but I doubt the usefulness of a crash program.

7. TO ENSURE THAT ALL ADULTS HAVE SUFFICIENT KNOWLEDGE OF AVAILABLE SOCIAL SERVICES TO TAKE ADVANTAGE OF THE BENEFITS TO WHICH THEY ARE ENTITLED

N= 179

Moderately High Present Priority (Mean 2.6)  
Moderately Low Future Priority (Mean 3.3)

- \* Many adults, especially the poor, are unaware of the benefits available to them.
- \* This goal will be achieved administratively rather than through education.
- \* Too much information may lead to oversubscription to benefits.
- \* Taxpayers who pay for such benefits and services do not need to advertise their availability.
- \* People who are interested know all the angles now.
- \* Not possible.

8. TO MAKE CERTAIN THAT ALL ADULTS KNOW HOW TO MANAGE THEIR PERSONAL AND FAMILY FINANCES RESPONSIBLY

N= 230

Moderately Low Present Priority (Mean 2.3)  
Moderately Low Future Priority (Mean 3.3)

- \* A basic requirement for high school education should be consumer education and money management training.
- \* If done correctly, it would teach adults how the free enterprise system really works (e.g., shopping, interest rates, stocks, value of profits, reinvestment).
- \* The rapidly increasing personal debt in our credit card society points to the importance of this goal.
- \* Consumer education and financial training may be effective with some adults.
- \* This is a personal goal, not a social responsibility.
- \* A nice but unattainable goal; will not work in an advertising-dominated society.

Part III: Senior Citizens and Aging (A High Priority Area)

The needs of senior citizens ranked high as a future priority for adult learning because the forum recognized the certainty of their increased numbers and the complexity of the issues and problems of aging.

Helping senior citizens prepare for successful retirement was among the top ten goals in the survey. Among the most dramatic increases in future priorities was providing senior citizens with opportunities for useful and satisfying part-time work.

Adult learning was viewed as essential to an increased emphasis on prevention to improve physical and mental health. Awareness of health and safety hazards

and healthier, balanced lifestyles should prolong life and the productive years of senior citizens. Retirement should become a form of mid-career change as senior citizens continue to work to supplement retirement income as long as their health allows. But senior citizens who remain on the job longer may limit opportunities for younger adults.

Among the issues raised by an aging population was centralization versus decentralization of services, whether senior citizens should be mainstreamed or have access to special services and what roles government, professionals, and volunteers should assume on their behalf.

1. TO HELP SENIOR CITIZENS PREPARE THEMSELVES FOR SUCCESSFUL RETIREMENT

N= 613

High Present Priority (Mean 2.8)  
Very High Future Priority (Mean 4.0)

- \* By 1980 almost half the U.S. population will be in middle years and one-third will be in retirement. This situation will require careful attention, education, and possibly major social changes.
- \* It is important for senior citizens to participate actively in planning, conducting, and evaluating programs designed for their benefit.
- \* Retirement should not be synonymous with senility, uselessness, and death.
- \* Retirement is another form of career change. With the U.S. average age increasing, senior citizens will have to be contributing members of society. I am optimistic.
- \* Most senior citizens will change careers and continue working at something, as long as their health allows, into their 70s and 80s.
- \* Learning has no age limit. We should offer much more than courses to cope with retirement and offer broad educational programs consistent with senior citizens' interests.
- \* Assuring adequate retirement income is half the solution to the problem. Unless this is done, senior citizens will remain on the job and limit youth employment opportunities.
- \* A transitional need. Future senior citizens will not want special treatment; they will be better integrated with other age groups.
- \* The absence of planned programs will cause critical social problems.
- \* The issue is really more of coping with transitions generally.
- \* An individual responsibility. Let's not try to run everything in a person's life.

2. TO PROVIDE OPPORTUNITIES FOR USEFUL AND SATISFYING PART-TIME WORK FOR SENIOR CITIZENS

N= 179

Moderately Low Present Priority (Mean 2.3)  
High Future Priority (Mean 3.8)

- \* This will help senior citizens to cope with high living costs and to remain active in the larger society.
- \* With all of the issues involved in forced retirement, part-time work opportunities will become more important in the future.
- \* Better integration of senior citizens' abilities and societal needs will be possible through part-time jobs.
- \* Providing opportunities for senior citizens to work part-time should not be a goal for adult learning.

3. TO ENCOURAGE ADULTS TO MAINTAIN THEIR PHYSICAL HEALTH THROUGH A BALANCED PROGRAM OF DIET, RELAXATION, AND EXERCISE

N= 204

High Present Priority (Mean 2.9)  
High Future Priority (Mean 3.9)

- \* I expect the present crash emphasis on health and physical fitness will continue

- \* Physical health is so critical to mental health and everyday coping that it has to have a high priority even if it is the individual's responsibility.
  - \* Emphasis on prevention will grow in all health fields; there will be continued media support and adult courses offered toward this end.
  - \* We are doing better, but research results are often contradictory and confusing.
  - \* U.S. is statistically low relative to other nations of the world in physical fitness and health. Americans are overfed and lack energy.
  - \* Concern for physical health, diet, and exercise is only a current fad.
4. TO INCREASE ADULT AWARENESS OF HEALTH AND SAFETY HAZARDS WHICH MAY CAUSE IMPAIRED HEALTH, SERIOUS INJURY, OR DEATH

N= 230

High Present Priority (Mean 2.9)  
Moderately High Future Priority (Mean 3.6)

- \* Technological advances will make health and safety awareness a more urgent need.
  - \* This is already fairly well accomplished through industrial health and safety programs.
  - \* Everyone agrees this is important, but look for strong resistance from industry in assuring health and safety standards.
  - \* Extensive efforts to date have only been marginally effective (e.g., smoking).
  - \* The government is hiding many facts about health hazards (e.g., radiation dangers).
  - \* So-called experts speak first and think later; in the final analysis, the individual has to be the decision maker.
  - \* Awareness, unfortunately, does not always lead to changed patterns of behavior.
  - \* The credibility of government and business is extremely low; health awareness has been handled very badly, guided by self-serving actions.
5. TO LOCATE EDUCATIONAL AND COUNSELING SERVICES WHERE SENIOR CITIZENS CAN TAKE ADVANTAGE OF THEM (e.g., HOME, COMMUNITY CENTERS, RETIREMENT VILLAGES)

N= 179

Moderately Low Present Priority (Mean 2.4)  
Moderately High Future Priority (Mean 3.6)

- \* Energy conservation will mandate decentralization of service locations.  
\* As the numbers grow, more centers for senior citizens will be necessary.  
\* Electronic media in the home will do this more efficiently.  
\* Senior citizens abound in my community. Many are active participants  
in life, but many are also self-centered.  
\* Rather than breeding professional facilitators (e.g., gerontologists),  
we need to create conditions in society for senior citizens to partici-  
pate more fully in community life (e.g., providing child care, teach-  
ing adults).  
\* Senior citizens should not be isolated from general society; allowances  
should be made for privacy and quiet, but different age groups should  
be encouraged to mix.  
\* Senior citizens need these services and activities, but we need to  
eliminate the extensive duplication that exists today.

6. TO MAKE EFFICIENT AND EFFECTIVE USE OF ALL VOLUNTEERS WHOSE SERVICES ARE AVAILABLE IN THE COMMUNITY

N= 613

Moderately Low Present Priority (Mean: 2.5)  
Moderately High Future Priority (Mean: 3.5)

- \* The potential here is unlimited; the question is how to harness voluntary effort.
- \* Constructive use of leisure time is necessary to avoid boredom and frustration.

- \* Volunteer utilization should follow a well-defined set of purposes for the services offered; and trained volunteers will be necessary to make efficient and effective use of their time.
- \* Otherwise most jobs done by volunteers will become tax-supported government programs.
- \* With an aging population, volunteers who are senior citizens are not only important for their expertise, but for the political support they provide for necessary social services.
- \* Voluntarism is on the decline. Good idea, but we lack the means to achieve this goal.
- \* Volunteers take jobs from people who need work; they are usually women who work for "nothing."
- \* Voluntarism is being seriously questioned and will diminish as an activity.
- \* The trend will be to pay for public services over extended periods of time.

7. TO USE ADULT VOLUNTEERS TO ENHANCE LEARNING OPPORTUNITIES IN THE COMMUNITY

N= 179

Moderately Low Present Priority (Mean 2.3)  
Moderately Low Future Priority (Mean 3.4)

- \* This will open many doors to adult learners and benefit communities.
- \* This would provide a wider range of learning experiences and reduce educational costs.
- \* This would free professionals for other educational services. At present volunteer resources are wasted.
- \* Along with finding part-time work for senior citizens, this would constitute a significant change in the nature of the labor force over the next 20 years.
- \* It could provide employment for many presently underemployed persons and serve as transition employment for affecting career change.
- \* The role of transmitting wisdom should be restored to the elders in American society.
- \* Learning opportunities will proliferate through voluntary educational programs.
- \* I am not sure how this would work. The risk here concerns what the motives and objectives of volunteers are.

8. TO TEACH VOLUNTEERS HOW TO FUNCTION COMPETENTLY IN A HELPING RELATIONSHIP WITH OTHER PEOPLE

N= 204 Very Low Consensus on  
Present Importance

Moderately Low Present Priority (Mean 2.3)  
Low Future Priority (Mean 3.1)

- \* All people should be taught how to function competently in a helping relationship.
- \* Volunteers will play an increasingly important role in helping achieve optimum human resource development.
- \* Critical. We need to teach paid employees to accept work with volunteers and to dispel the feelings of threat and the sense that volunteer efforts are less than competent.
- \* Participation in voluntary associations that promote public policy needs should be given a higher priority.
- \* A noble goal, but how do you teach love? Voluntarism needs some help but not much.
- \* We should not try to make professionals out of volunteers.
- \* We will probably rely more on professionals and less on volunteers in the future.

## Part IV: Alternative Lifestyles (A High Priority Area)

Alternative lifestyles are influenced by quality of life values which emphasize conserving, and responsible, self-sufficient living in an ecologically healthy environment. This is viewed as a necessity if one accepts the scenario of an overpopulated, "global village" that is dependent upon finite resources.

Global cooperation was seen as increasingly necessary in an inter-dependent world stimulated by worldwide trade, communication, travel, and education. U.S. awareness and tolerance of other cultures was ranked as a very high priority future goal that should be shared by the church, the family, schools, colleges, government, business, and the media.

Conservation of energy, understandably in the current climate of concern about anticipated national and world shortages, increased from a moderately high present priority to a very high future priority. Increasing awareness about how the environment and alternative lifestyles affect physical health increased only slightly as a priority from moderately low to moderately high.

Enabling consumers to become more self-sufficient in satisfying their own material needs was viewed as a peripheral goal to adult learning. Comments expressed doubt about whether voluntary simplicity is achievable in a complex, urban, technological society. The weight of opinion suggested that this is a utopian, impractical dream for the masses. But it may be a possibility, perhaps even a necessity, for some Americans in an era of rising inflation and unemployment.

The comments suggested two sets of forces that may well determine how much support and resistance there is to lifelong learning. Employers, especially in small businesses, feel constrained by regulatory actions, competitive pressures, declining productivity, and marginal profits in offering flexible job arrangements and staff development benefits. On the other hand, employees (particularly women, senior citizens and mid-career workers) will increasingly demand more flexible jobs and learning opportunities to realize personal and career aspirations.

1. TO HELP ADULTS UNDERSTAND, RESPECT, AND TOLERATE THE DIVERSITY OF CULTURES AND HUMAN VALUES THAT MUST COEXIST IN A GLOBAL SOCIETY

N= 204

Moderately High Present Priority (Mean 2.7)  
Very High Future Priority (Mean 4.1)

- \* This should be the basic aim of education as society becomes more global in trade, education, travel, and communication.
- \* U.S. is a very provincial society; movement in this direction, including language study, would be salutary.
- \* Multinational corporations and the reality of world economics make this essential, but the U.S. is largely ignorant of world cultures.
- \* Incentives are needed to enlist the services of the commercial media in pursuing this goal.
- \* This is the responsibility of the family and church.
- \* We also need to appreciate the diversity of talents, abilities, and contributions.
- \* Increased global cooperation is essential, yet we continue to try to export American attitudes and preferences as "culture to the heathens."

2. TO ENABLE HOMEOWNERS TO CONVERT THEIR HOMES AND CHANGE THEIR LIFESTYLES TO CONSERVE ENERGY

N= 613 High Consensus

Moderately High Present Priority (Mean 2.8)  
Very High Future Priority (Mean 4.0)

- \* High energy costs and the political significance of energy will make conservation necessary.
- \* U.S. business will find efficient use of energy necessary to stay competitive in U.S. and world markets.
- \* Without conservation there will be severe stress and strain as energy sources are depleted.

- \* This goal should be a higher priority for low-income homeowners who have extremely high energy loss.
  - \* Convert to renewable and safe energy sources.
  - \* Develop alternative, abundant energy sources (i.e., nuclear power).
  - \* Energy is the key to control inflation and decline in the quality of services. Programs introduced now will minimize energy conversion problems later.
  - \* The role of government should be to offer tax incentives to users and providers of energy services; education should produce why and how-to studies.
  - \* The Energy Extension Act is not funded; it will not be possible to upgrade the importance of energy conservation without resources.
  - \* For conservation to be effective, confidence must be restored in the integrity of oil/energy companies and government leadership.
3. TO ENCOURAGE ALTERNATING PATTERNS OF WORK, EDUCATION, AND LEISURE WHICH OFFER WORKERS MORE OPTIONS FOR ACHIEVING SATISFACTION OVER A LIFETIME

N= 613

Moderately Low Present Priority (Mean 2.4)  
High Future Priority (Mean 3.8)

- \* In an age when discovery and change quickly affect lives, we need to restructure institutions to make them less rigid.
  - \* Alternative patterns of work will provide incentives to restore pride of workmanship, increase productivity, and enhance job satisfaction.
  - \* This will help alleviate personal anxiety, stress, and crises at work, in the family, and while learning.
  - \* Establishing alternative patterns of work, education, and leisure should be part of a national human resources plan.
  - \* Increased longevity and better health will increase productive tenure.
  - \* This is more necessary to cope with economic conditions (e.g., unemployment/industry dislocation) than to satisfy personal needs.
  - \* Worker dissatisfaction is the primary inhibitor of a healthy society; the work ethic will have to change for the unemployed and underemployed to lead satisfying lives.
  - \* The danger is that the individual will lose his sense of identity with the organization and with the product of his work effort.
  - \* As the population increases and the work week becomes shorter, access to satisfying experiences during leisure time will be a problem.
  - \* The individual, not society, should bear the responsibility for this; society cannot be all things to all people.
  - \* Workers will find their own satisfactions; they always have.
4. TO INCREASE ADULT UNDERSTANDING OF HOW ENVIRONMENT AND LIFESTYLES AFFECT PHYSICAL HEALTH

N= 613

Moderately Low Present Priority (Mean 2.5)  
Moderately High Future Priority (Mean 3.5)

- \* This goal is important for economic as well as social reasons; a healthier population will be more productive.
- \* Increased population density will aggravate environmental problems.
- \* Medical costs are outrageous; this form of preventive medicine should help reduce the burden.
- \* It becomes increasingly important for adults to learn how to manage their lives and care for their own health.
- \* Human ecology is a growing concern, especially since the Three-Mile Island incident.
- \* The public media adequately satisfy this need.
- \* Pressures for economic growth and energy development militate against concern for the human/natural environment.
- \* It is new cultural and behavioral patterns more than understanding that are necessary to produce significant changes in health.
- \* Current environmental efforts do as much harm as good; we need a more balanced perspective and better knowledge.

5. TO HELP EMPLOYERS DESIGN FLEXIBLE JOB ARRANGEMENTS TO INTEGRATE ORGANIZATIONAL GOALS WITH THE NEEDS AND ASPIRATIONS OF EMPLOYEES

N= 613

Moderately Low Present Priority (Mean 2.5)  
Moderately High Future Priority (Mean 3.5)

- \* This has been successful in other countries (e.g., Sweden) and should work here. Should replace the power of unions.
- \* This is necessary to increase productivity, to adapt to social change, and to engage in lifelong learning.
- \* Individuals are capable of performing different work at different life stages and should be supported organizationally to make the necessary transitions successfully.
- \* Employee goals must be satisfied for people to remain on the job; it is too costly to continuously train new employees.
- \* Greater attention should be given to humanistic values; redefine the meaning of work as more than an economic activity.
- \* Job sharing would reduce unemployment and provide more time for family and leisure.
- \* It will help to recruit employees for difficult-to-fill jobs while helping those who need or want part-time work and flexible schedules.
- \* With increasing numbers of women and seniors in the work force, flexibility is especially important.
- \* This is the way to phase retiring employees out of the work force.
- \* Employers will provide flexible job arrangements only if they increase productivity.
- \* There will be a return to the work ethic forced by unfavorable economic conditions.
- \* These benefits will be available first to highly skilled technicians who keep the business running.
- \* Hiring qualified employees increases job satisfaction. There are limits to how much an organization can efficiently adjust to the diverse needs of employees.
- \* Flexible job arrangements will have a negative impact on organizational productivity and effectiveness.
- \* Management has lost control because of strong union management; employer and employee needs must be balanced.
- \* Employers have severe restraints which are largely beyond their control (e.g., economics and regulation).
- \* This is especially difficult for small, marginal businesses to achieve.

6. TO REDESIGN JOBS TO ENABLE WORKERS TO FIND FULFILLING WORK WHICH MAXIMIZES THEIR HUMAN AND PRODUCTIVE POTENTIAL

N= 204

Low Present Priority (Mean 2.2)  
Moderately Low Future Priority (Mean 3.4)

- \* Important as work becomes more fragmented with fewer opportunities to assume responsibility.
- \* If you give people learning opportunities, they will redesign their own jobs.
- \* Jobs do not have to provide total life fulfillment for employees.
- \* It is impossible for business to maximize the human potential of each individual employee.
- \* Comfortable niches in jobs are not easily disturbed nor should they be.
- \* The individual has to assume responsibility for being productive and satisfied; the opposite should be the case, i.e., redesign people to fit the jobs.
- \* American culture compounds the problem. Unless we are willing to sacrifice mental health, we should not continue to think of work only in terms of income.
- \* Work is work and jobs are jobs! Despite the desirability, most of us are overly idealistic about how much redesign is possible.
- \* It is a worthy goal, but impossible to achieve except in very large organizations.

7. TO INCREASE THE NUMBER AND QUALITY OF STAFF DEVELOPMENT PROGRAMS  
IN ALL PLACES OF EMPLOYMENT

N= 179

Moderately Low Present Priority (Mean 2.4)  
Moderately Low Future Priority (Mean 3.4)

- \* There will be increased investment in staff development programs from 1980-1990 and then a leveling off of opportunities.
- \* I support this goal only if staff development program quality is high and is necessary to accommodate change.
- \* Most employers recognize that retention of good employees is more effective than recruitment.
- \* This will be an important adjunct to formal learning wherever it exists.
- \* Change in this direction will depend upon business, economic, and market trends.
- \* All places of employment is too broad and encompassing; where feasible such programs are already available.
- \* This simply is not possible in most small businesses.

8. TO ENABLE CONSUMERS TO BECOME MORE SELF-SUFFICIENT IN SATISFYING  
THEIR OWN MATERIAL NEEDS (e.g., GROWING FOOD, BUILDING HOMES, RE-  
PAIRING GOODS)

N= 613

Low Present Priority (Mean 2.2)  
Moderately Low Future Priority (Mean 3.1)

- \* Inflation and shifts in employment requirements will force more people to be more self-sufficient.
- \* Poor workmanship and inferior product quality will increasingly make this necessary for consumers.
- \* The self-sufficiency movement will grow, and channels for expression will increase.
- \* With increasing life expectancy, this is one way to keep senior citizens active and out of institutions for the aged.
- \* Simplicity in living will conserve energy and save consumers' money.
- \* The value of self-sufficient lifestyles is in the sense of personal worth, family, community, and nature that results.
- \* This will promote acceptance of nonprofessional workmanship.
- \* Only possible if there is a national policy which lessens dependence upon high technology.
- \* Diversity and proficiency cannot be pursued at the same time; OK for those who want to try.
- \* Would result in the loss of jobs in small service and repair businesses, but would benefit consumers.
- \* Corporations will resist consumer self-sufficiency every step of the way.
- \* Impractical and inefficient on a mass basis in an urban, industrial society.

Part V: Employment, Counseling, and Training (A High Priority Area)

Employment, counseling, and training had moderately high to high rankings on both present and future goal priorities. The largest upward shift in the rankings was helping workers whose skills are in low demand to make mid-career transitions. Government-subsidized education and job training for unemployed adults, by way of contrast, shifted slightly downward in the priorities.

Comments suggested some of the reasoning behind this divergence in goal priorities: 1) rapid technological change makes it necessary to retrain productive workers whose skills have become obsolete; 2) higher priority should be given to workers who are trainable and whose skills are in demand; 3) government-subsidized job training programs (e.g., CETA) are preferable to welfare and unemployment, but not cost effective; 4) the private sector should assume the major responsibility for creating job opportunities for the unemployed; and 5) the unemployed should assume more responsibility for their own training.

Anticipating possible resource shortages and economic adversity in the decades ahead, making efficient and effective use of all human, financial, and material resources was ranked as a high priority future need. Long-range manpower goals and forecasts were viewed as necessary and desirable in planning for an era of material scarcity and human abundance. But the feasibility of making even short-range forecasts was seriously questioned, and concern was expressed about government control and restraints on personal choice in selecting educational and job opportunities.

Providing better information about job opportunities, offering career counseling and training, encouraging workers to acquire flexible skills, and providing opportunities for periodic retraining over a lifetime were some of the alternatives the forum seemed to prefer.

1. TO HELP MANAGERS MAKE MORE EFFICIENT AND EFFECTIVE USE OF ALL HUMAN, FINANCIAL, AND MATERIAL RESOURCES

N= 204

High Present Priority (Mean 2.9)  
High Future Priority (Mean 3.9)

- \* Emphasis on financial and material resources has gotten us where we are; the key word is human resources. Growth in this era of self-awareness requires a human emphasis.
- \* Management must not exclude employees from the process of managerial enlightenment.
- \* Efficient and effective use of resources is an major aspect of managing decline and retrenchment.
- \* This is a very dangerous corporate policy unless it is administered flexibly and humanely. Managers are only part of the team that needs improvement.
- \* The profit motive and self-seeking goals prevent employer concern and involvement. Values need to be reoriented to goals that go beyond materialism.
- \* The technocratic-manager flavor of the statement inhibits the desirability of the goal.
- \* The role of managers diminishes as employees become more responsible.

2. TO HELP WORKERS WHOSE JOB SKILLS ARE IN LOW DEMAND TO MAKE SUCCESSFUL MID-CAREER TRANSITIONS

N= 230

Moderately Low Present Priority (Mean 2.5)  
High Future Priority (Mean 3.9)

- \* This goal becomes more important as the population ages and technological changes make job skills obsolete.
- \* The possibility of second, third, or even fourth careers makes this an imperative.
- \* This frees society to innovate with minimum harm to workers.
- \* Worldwide markets and rapid change make mid-career transitions a key goal for lifelong learning.
- \* Productivity and growth of the GNP depend on flexibility in making career transitions.
- \* Successful career transitions depend on the trainability of persons; high-level skills are in short supply.
- \* This begs the question of where people will be found to perform necessary to essential low-skilled and low-paying jobs.

3. TO FORMULATE LONG-RANGE MANPOWER GOALS AND PRIORITIES FOR THE DEVELOPMENT OF THE NATION'S HUMAN RESOURCES

N= 613

Moderately High Present Priority (Mean 2.7)  
High Future Priority (Mean 3.8)

- \* Planning for an era of material scarcity and human abundance is critical for social stability over the next 10 years.
- \* A crucial issue is who will decide manpower priorities; it should be a participatory process.
- \* The goal of manpower forecasts should be to inform people of long-range trends so that each person can set realistic goals for his own career.

- \* The present underemployment of educated youth and middle-aged persons is a wasteful and debilitating social condition.
  - \* Manpower goals are being formulated but in relation to production needs rather than human needs.
  - \* Learning institutions have largely ignored manpower needs.
  - \* Preparing people for job changes and upgrading the underemployed will be necessary.
  - \* The primary goal of a quality educational institution is to provide the means for altering a person's career during a lifetime.
  - \* People will continue to develop their talents according to their own priorities. The social objective should be to make career choices as well-informed as possible.
  - \* Free enterprise and freedom of choice in the manpower marketplace obviate the need for forecasting by so-called experts.
  - \* Immediate manpower crises are more important: youth unemployed lack of job skills; underutilization of seniors and handicapped; single-parent families; and marginal, dead-end jobs.
  - \* The state-of-the-art in manpower forecasting is dismal; previous experience seems to have limited value.
  - \* Is it desirable? The potential outcome is having "big brother" telling us what to do.
4. TO OFFER ADULTS CAREER COUNSELING AND TRAINING TO ACQUIRE THE SPECIALIZED JOB SKILLS THEY NEED TO COMPETE SUCCESSFULLY IN THE JOB MARKET

N= 230

High Present Priority  
High Future Priority

(Mean 2.8)  
(Mean 3.8)

- \* With rapid technological change, opportunities to acquire the skills needed to compete for personally fulfilling jobs will become more important.
  - \* Importance increases as the need for highly skilled employees exceeds supply; the supply of low and unskilled unemployed always exceeds the number of available jobs.
  - \* Without adequate career counseling and training, there will be a tremendous waste of talent; the resulting dissatisfaction among much of the work force can only create acute economic and social problems.
  - \* Job skills are the weapons of competition in a tight job market.
  - \* The challenge is to find really competent, dedicated, and insightful counselors.
  - \* We should not build a whole new industry around this issue.
5. TO PROVIDE JOB SEEKERS WITH CURRENT INFORMATION ABOUT JOB OPPORTUNITIES AND REQUIREMENTS AND SUPPLY AND DEMAND CONDITIONS IN THE JOB MARKET

N= 204

Moderately High Present Priority (Mean 2.8)  
Moderately High Future Priority (Mean 3.6)

- \* A better system than classified ads needs to be developed. Few people know what job opportunities are available and how to obtain them, much less the requirements of labor supply and demand.
- \* Assumptions about the nature of the job market are faulty. Workers are unaware of where their skills are valued and are unlikely to move where they will be valued.
- \* There should be a job market to replace the stock market, listing current compensations for various occupations.
- \* Supply and demand information is now limited to industries or communities. This is too limited to deal with major problems of industrial dislocation.
- \* The problem is especially applicable to higher education where graduate students enrolled in Ph.D. programs are not really informed about their job prospects.
- \* Job counseling opportunities are now widely available; I assume this is already being done effectively.
- \* The current state-of-the-art does not provide information useful for making individual decisions.

6. TO PROVIDE GOVERNMENT SUBSIDIZED EDUCATION AND JOB TRAINING FOR UN-EMPLOYED ADULTS WHO ARE UNABLE TO QUALIFY FOR FULL-TIME EMPLOYMENT

N= 613

Moderately High Present Priority (Mean 2.7)  
Moderately High Future Priority (Mean 3.4)

- \* A very important goal for reducing unemployment.
- \* Increased importance as welfare costs are analyzed and experience from CETA identifies who to retrain and how to retrain effectively. Poor manpower forecasts unfortunately limit potential.
- \* In the long run, education, training, and job subsidies are less expensive than welfare, provided that payback clauses are built into subsidy contracts.
- \* Subsidized jobs are necessary now, but not cost effective; the private sector should have a larger role.
- \* American society created the unemployment problem and has a responsibility to correct it.
- \* We need to shift the emphasis of current ineffective programs from training to motivation, then provide training on demand.
- \* Subsidized job training should be provided only if a job placement service is included in the package.
- \* A government-subsidized voucher program for unemployed adults might be a better alternative to the current CETA program.
- \* Government-subsidized programs have poor cost/benefit ratios. Subsidized programs need to be redesigned and monitored so they can succeed.
- \* Still the welfare programs increase. Where is the choice between welfare and job programs?
- \* We should accomplish this by paying the cost for adults to benefit from existing educational and training programs, not by government creating new ones.
- \* In a virile economy, job and training subsidies should be left to business and industry.
- \* We need less, not more, government control. Subsidized jobs is what we are trying to eliminate.
- \* If an individual has initiative, no government subsidy is needed; if not, the subsidy is wasted.
- \* Counseling is a higher priority than job training.

7. TO INCREASE THE ACCURACY OF FUTURE MANPOWER FORECASTS TO ACHIEVE A BETTER BALANCE BETWEEN SUPPLY AND DEMAND IN THE JOB MARKET

N= 204 Low Consensus

Moderately High Present Priority (Mean 2.6)  
Moderately High Future Priority (Mean 3.5)

- \* With a six-year lead time necessary for a person to change professional direction, more accurate manpower forecasts are essential.
- \* Job-market data for specific occupations fits a post-industrial service economy better than the value of capital stock market data.
- \* Accurate manpower forecasts are the key to government's ability to train for military and social welfare programs.
- \* When have long-range manpower studies worked any better than when only modest efforts have been made to look ahead?
- \* Government forecasts will not provide the answer to job availability; accurate forecasts will not necessarily balance supply and demand in the job market.
- \* It is neither possible nor desirable to improve the accuracy of manpower forecasts in American society.

Part VI: Professionals (A High Priority Area)

The need for professionals to keep up with current advances in their fields was ranked among the top ten goals for both present and future priorities. Facilitating exchange of knowledge and technology among scholars and researchers throughout the world also ranked high as goal priorities.

Comments suggested that recertification and relicensure are really necessary only in professional fields where knowledge is changing very rapidly and consumer protection is needed because of client risks, (e.g., medicine, law). Mandatory continuing education for professionals received lower priority rankings than periodic reexamination for relicensure and recertification. From the professional perspective, voluntary programs are more likely to be effective than mandatory programs which only insure minimal conformity.

Concern was expressed about the possibility of excessive bureaucratic control and threats to professional autonomy in maintaining professional standards. From the consumer perspective, however, standards and regulation of professionals are necessary because credentials no longer ensure professional competence.

Offering training opportunities for professionals whose skills are in low demand or who want to change fields was a high priority future need, shifting sharply upward in the rankings. Failure to make accurate long-range manpower forecasts has created an excess supply of professionals in some highly specialized fields of knowledge. Changing technology will make the knowledge and skills of some professionals obsolete, even as it opens new career opportunities. Because professionals have higher levels of education and training, they are better able to manage career transitions than the average worker. But the training time lag and credential barriers make career change formidable, even in a related field. Age, sex, and income barriers, which are largely irrelevant, should be removed.

Opportunities for paraprofessionals to become certified as professionals seemed to be resisted by the forum. Training to remain current is more defensible than providing a career ladder for paraprofessionals to achieve professional status. The concern here is two-fold: 1) professional standards should not be downgraded to admit paraprofessionals; and 2) upgrading defeats the whole purpose of specialized training for paraprofessionals and diminishes their status. On the other hand, paraprofessionals should minimally be permitted to compete on an equal basis with other qualified applicants for access to professional studies, gaining some recognition for their knowledge and experience.

\*1. TO ENSURE THAT PROFESSIONALS KEEP CURRENT WITH CHANGING KNOWLEDGE AND TECHNOLOGY IN THEIR FIELDS

N= 179

|                            |            |
|----------------------------|------------|
| Very High Present Priority | (Mean 3.1) |
| Very High Future Priority  | (Mean 4.1) |

- \* Far too many professionals are not current with knowledge, and technology is changing rapidly.
- \* Each profession must monitor and maintain its own standards.
- \* Obsolete professionals render inferior service.
- \* How important this is depends upon the field.
- \* Advanced media technology will increase professional access to current knowledge.
- \* Specialization will probably increase.
- \* Recertification of professionals in human service areas requires special attention.
- \* There are ample continuing education programs for professionals.

2. TO FACILITATE EXCHANGE OF KNOWLEDGE AND TECHNOLOGY AMONG SCHOLARS AND RESEARCHERS THROUGHOUT THE WORLD

N= 204 Very Low Consensus on  
Present Importance

|                       |            |
|-----------------------|------------|
| High Present Priority | (Mean 2.9) |
| High Future Priority  | (Mean 3.8) |

- \* This is necessary to avoid reinvention of the wheel and is relatively easy to accomplish.
- \* We are doing reasonably well in this area now through meetings, journals, scholar exchange, etc.
- \* Technology is nonnational. Access to less privileged nations should be provided through technology transfer programs.
- \* Encourage education grants specifically for exchange to increase productivity in this area of cooperation.

- \* This is a critical need to assist developing nations and to equalize life opportunities for people throughout the world.
- \* The U.S. needs to improve its own technology before it can share it with other nations competing in world markets.
- \* We need to reduce the paranoid appeals for secrecy under the guise of national security.

3. TO PROVIDE RETRAINING OPPORTUNITIES FOR PROFESSIONALS WHOSE SKILLS ARE IN LOW DEMAND

N= 613 Very Low Consensus on Present Importance      Moderately Low Present Priority (Mean 2.6)  
High Future Priority (Mean 3.8)

- \* Retraining will be necessary for all workers in economic conversion of dislocated industries; this should not be just for professionals.
- \* Retraining should start before the person is forced to change jobs or careers.
- \* The number of professionals underemployed and misemployed is ominous.
- \* Technological advances will make jobs obsolete and will open new careers.
- \* Corporations are already aware of the importance of this goal and will emphasize retraining even more in the future.
- \* The need to develop opportunities for professionals in allied fields will increase.
- \* Professionals are retraining on their own, at present.
- \* Professionals already know how to retrain themselves; current opportunities are sufficient for those who are motivated.
- \* More important is to remove barriers to retraining such as age, sex, and other irrelevant selection criteria.

4. TO REQUIRE PERIODIC EXAMINATION FOR RELICENSURE AND RECERTIFICATION OF PROFESSIONALS

N= 230      Moderately High Present Priority (Mean 2.7)  
Moderately High Future Priority (Mean 3.7)

- \* This is critical; there is too much professional incompetence. Periodic reexamination is long overdue in many professional fields.
- \* This is a more indirect and effective way of motivating professional continuing education than mandatory programs.
- \* This should be the responsibility of professional schools.
- \* This presumes some kind of regular training to keep current with the state of knowledge.
- \* I am concerned about arbitrary bureaucratic standards being imposed on professionals.
- \* The alternative is an explosion in professional malpractice suits.
- \* This should be restricted to health-care professionals where the information explosion makes this necessary.
- \* Perhaps we also need some way to test the qualifications of public officials.
- \* Surveillance of any kind can and should be eliminated.

5. TO OFFER PARAPROFESSIONALS OPPORTUNITIES TO UPGRADE THEIR KNOWLEDGE AND SKILLS TO BECOME CERTIFIED PROFESSIONALS

N= 230      Moderately High Present Priority (Mean 2.6)  
Moderately High Future Priority (Mean 3.4)

- \* This would give paraprofessionals more latitude to work and function in preventive health care.
- \* The clear distinctions between professional and paraprofessional should be maintained.
- \* Not practical in many professions without a significant amount of background and study.
- \* Extremely difficult for paraprofessionals to achieve now; there are too many obstacles.
- \* There is an acute danger here of lowering professional standards. Resistance will be strong in most professions; the idea is not to water down professional standards until they become paraprofessional.

- \* Paraprofessionals should be allowed to compete on an equal basis with any other qualified candidates for the professions.
- \* Training to remain current is more defensible than training to move into the professional ranks; it defeats the whole purpose of paraprofessional training.

6. TO HELP PROFESSIONALS COMMUNICATE EFFECTIVELY WITH POLICYMAKERS ABOUT THE NEEDS OF CLIENTS AND THE PROFESSIONS

N= 204

Moderately Low Present Priority (Mean 2.5)  
Moderately Low Future Priority (Mean 3.3)

- \* There is a real need for professionals to communicate better with people in general.
- \* Improved communications will be achieved through operations such as the Office of Technology Assessment.
- \* Professionals in many fields are already adept at this.
- \* More initiative from professionals would help counter excessive government regulation.
- \* This should not be for purposes of lobbying for professional self-interests but for advocating support for their clients' needs.
- \* I am not certain many professionals have accurate data on client needs.
- \* Professionals have to become more practical in applying their specialized theories to real people.
- \* Policymakers also need to learn to respect professionals.
- \* There is too much lobbying now to encourage more; also there are too many bureaucrats in the middle.
- \* I am more interested in empowering clients to become their own advocates.

7. TO INSTITUTE A POLICY OF MANDATORY CONTINUING EDUCATION FOR PROFESSIONALS

N= 613

Moderately Low Present Priority (Mean 2.4)  
Moderately Low Future Priority (Mean 3.2)

- \* Mandatory continuing education should be necessary for only a few groups: where technology is changing rapidly and the public needs protection against incompetent practice.
- \* This will become increasingly necessary with expanding knowledge and technology.
- \* Mandatory continuing education within the professional ranks, but definitely not if it is administered by government bureaucracy.
- \* This would increase requirements for entry into professional fields, thereby limiting opportunities for women and minorities.
- \* More important for the poorly paid professions (teachers, professors, and psychologists) than doctors, lawyers, and engineers.
- \* The demand for mandatory continuing education will be determined by fluctuations in the supply and demand for professionals in the job market and consumer satisfaction.
- \* Should be voluntary, not mandatory; incentives will be more effective than regulation.
- \* Emphasis should not be on mandatory continuing education, but on evaluating performance and making results available to the public.
- \* If the issue is competence, it should be addressed through periodic examination for relicensure.
- \* Policies do not change human nature; those who strive for excellence will anyway; those who don't, will not.

Part VII: Liberal Education (A High Priority Area)

On the average, the goal priorities for liberal education continued to be high, although shifting slightly downward. But the overall pattern revealed stable support for some goals and rapid devaluation of others

Three of the liberal education goals were among the highest in the survey for both present and future priorities. Offering educational and employment opportunities solely on the basis of applicant qualifications, maintaining

high academic standards in awarding grades and degrees, and an emphasis on English proficiency persisted as high priority goals for liberal education.

But two liberal education goals experienced the most extreme downward shifts in emphasis in the survey. Maintaining a policy of selective admission and preparing undergraduates for graduate and professional training were expected to decline from very high to low as goal priorities for the future.

The downward shift in goal priorities for achieving a balance between breadth and depth in distribution requirements was much less pronounced. Comments suggested that although the flexibility afforded by a liberal education is important in the long run, specialization seems necessary for immediate job access. The present minimal emphasis on foreign language proficiency remained significantly below the emphasis on English proficiency as a future goal priority.

- \*1. TO OFFER EDUCATIONAL AND EMPLOYMENT OPPORTUNITIES SOLELY ON THE BASIS OF THE QUALIFICATIONS OF EACH APPLICANT, i.e., WITHOUT REGARD TO RACE, SEX, AGE.

N= 613

Very High Present Priority (Mean 3.5)  
Very High Future Priority (Mean 4.2)

- \* Equity may be the most critical issue in the decades ahead.
- \* Employment opportunities should consider first the goals of the organization, then the qualifications of applicants relative to those goals.
- \* The state of the economy will influence attainment of this goal. As economic pressures build, noncompetitive family wage earners will make it difficult to maintain equitable policies.
- \* Concern about productivity versus equality will increase, but direct costs to government, colleges, and employers will temper equalization efforts. Hidden costs of failing to achieve equality will be less conspicuous.
- \* Federal regulations prevent hiring the best qualified people. We need capable people in as many jobs as possible to cope with societal problems.
- \* Ability is a scarce resource; it necessarily supercedes equality as a criterion for education and employment.
- \* We need to eliminate all vestiges of discrimination to restore confidence in the democratic system.
- \* Until equal educational opportunity is achieved, hiring the best qualified simply prolongs denial of equal access in employment.
- \* Equal employment opportunity and affirmative action will continue, but standards must be maintained.
- \* Affirmative action will be necessary during the transitional period.
- \* In an era of diminished resources and expectations, competency will have to be the norm.
- \* White, upper-middle and middle class, Anglo-Saxon males have dominated opportunities for too long.

- \*2. TO INCREASE THE ABILITY OF ADULTS TO READ, THINK, WRITE, AND SPEAK EFFECTIVELY

N= 230

Very High Present Priority (Mean 3.0)  
Very High Future Priority (Mean 4.2)

- \* Who can object to utopia? This goal literally goes back to 3000 B.C.
- \* Communications skills are essential for responsible decision making in a democratic society. This will still be the top priority in 2000.
- \* There is still too much illiteracy in the U.S. We need to narrow the gap by focusing on lower literacy levels.
- \* Despite compulsory schooling, over half of the population is functionally illiterate.
- \* This will be a continuing problem until public high schools reestablish performance standards.
- \* This is a basic goal, but can it ever be achieved?
- \* We have to begin with children at an early age. It is too late to start during the adult years.

\*3. TO MAINTAIN HIGH ACADEMIC STANDARDS IN AWARDING COURSE GRADES AND CERTIFYING SATISFACTORY COMPLETION OF DEGREE REQUIREMENTS

N= 230

Very High Present Priority (Mean 3.2)  
Very High Future Priority (Mean 3.9)

- \* High standards in education in general is more important than degrees, grades, or uniform standards.
- \* To counteract its image problems and meet adult expectations, continuing education will have to be better than resident instruction.
- \* Individualized professions should replace the rigid curriculum and time schedules required for degrees.
- \* Evaluation is the key. It should be objective and unbiased. We need better measures of educational outcomes.
- \* Emphasis should be on the learners goals and the learning that takes place rather than on grades and degrees.
- \* How can this goal be achieved when students cheat, teachers inflate grades, and employers accept mediocrity?

4. TO REQUIRE COLLEGE GRADUATES TO ACQUIRE BREADTH IN ALL MAJOR FIELDS OF KNOWLEDGE AND DEPTH THROUGH CONCENTRATION IN A SPECIALIZED FIELD

N= 179

Moderately High Present Priority (Mean 2.8)  
Moderately Low Future Priority (Mean 3.4)

- \* The concept of general education is much maligned, but retains its value and will become more important in periods of rapid change.
- \* This implies broad-based study rather than narrow specialization. The mix between breadth and depth must consider the individual's growth stage.
- \* With a redesigned curriculum and better balance between breadth and depth, there could be a resurgence and revitalization in liberal education.
- \* Flexibility is required for long-term economic survival, but specialization is necessary for short-term job access.
- \* Breadth opens doors for professional pursuits; narrow specialization restricts later options.
- \* Freedom of curriculum choice has eroded the strength of liberal arts.
- \* Liberal education is grandiose, not practical. It takes too much time, money, and academic resources. Concentrate resources on vocations and professions and let the individual be responsible for his general education.
- \* Work is becoming more specialized, and college degree requirements will become less important in the open marketplace for learning in the future.

5. TO PREPARE UNDERGRADUATES FOR GRADUATE AND PROFESSIONAL TRAINING

N= 613

Very High Present Priority (Mean 3.0)  
Low Future Priority (Mean 3.0)

- \* Graduate and professional training produces the nation's future leaders.
- \* Competition and specialized professions mandate advanced training at the graduate level, and more jobs in the future will require specialized knowledge and training.
- \* But graduate and professional training can be too selective and meritocratic. It is skilled technicians rather than more Ph.D.s that are needed.
- \* The need is for broad education for more people, not narrow specialization for the few.
- \* Graduate training necessarily is selective. It is not designed to serve mass education.
- \* As education becomes more expensive, more emphasis will be given to learning marketable skills.
- \* Undergraduates need help in choosing graduate and professional fields. Too many find interests after investing in the wrong field.
- \* With careers changing every few years, a broad foundation that allows a wider range of alternatives is necessary.

- \* With the exception of medicine, supply exceeds demand for advanced professionals. Graduate training is over emphasized now.
- \* As a public policy, the undergraduate-graduate continuum will eventually give way to lifelong learning and competency and performance evaluations.

6. TO ENABLE ADULTS TO ACHIEVE PROFICIENCY IN SPEAKING, READING, AND WRITING A FOREIGN LANGUAGE

N= 179

Very Low Present Priority (Mean 1.8)  
Low Future Priority (Mean 2.8)

- \* It is important for understanding other cultures in an increasingly interdependent world.
- \* Worldwide telecommunication will facilitate the use of language proficiency.
- \* Important cross-cultural linkages will be lost because of limited foreign language options. More emphasis should be given to Japanese, Chinese, Arabic, and Russian.
- \* Technology may diminish the need for foreign language skills through the use of electronic language converters.
- \* English is the U.S. language. It is more important to increase basic literacy in our own language.
- \* Bilingual cultures in the U.S. will preserve their own languages, especially in the Southwest.

7. TO MAINTAIN A POLICY OF SELECTIVE ADMISSION WHICH GIVES PRIORITY TO APPLICANTS WHO ARE MOST LIKELY TO SATISFY PROGRAM OR DEGREE REQUIREMENTS

N= 179

High Present Priority (Mean 2.8)  
Low Future Priority (Mean 2.9)

- \* Selective admissions is a sensible policy to achieve academic excellence in some educational institutions and programs (e.g., Ivy League, professions).
- \* Is consistent with elite values, but discriminates against educationally disadvantaged populations.
- \* Ability should be more important than social, economic, and ethnic statuses. Current practices are limiting entry to include only low and high income groups.
- \* The quality of educational programs should not be sacrificed to provide access.
- \* Open-door community colleges offer a second chance to enter more selective colleges.
- \* As costs of higher education increase, insufficient resources will be available for nonachievers.
- \* An open-door policy risks high failure rates. Education is too costly to be wasted.
- \* Are the increasingly high costs of education in both public and private institutions warranted? Why should such abundant resources be spent for the benefit of so few?

## Part VIII: Media/Learning (A Moderate Priority Area)

Many options for long-distance learning will be possible with future advances in communications technology. Of the alternatives presented, the use of public television in combination with free regional learning services had the highest future ranking.

Both public and commercial broadcasting were viewed as increasingly important means of delivering adult learning opportunities. Broadcasting cultural and educational programs that have wide appeal, improving the quality and variety of TV entertainment, and the use of media and communications to encourage citizen participation were all predicted to be more important in the future.

Comments suggested a polarization between elite and popular cultures on the media issue. The potential of the media for learning and entertainment and its failure to realize that potential were generally conceded. But the feasibility of increasing the diversity and quality of programs to bridge elite and popular tastes was seriously questioned. Public TV is rarely viewed by mass publics, and commercial TV is rejected as a vast wasteland by educated elites.

There was skepticism and concern expressed about the feasibility and desirability of using the media to encourage citizen participation. While some felt that communications advances and America's TV viewing habits have the potential for the future of lifelong learning and citizen participation, others were skeptical of the high anticipated costs of installing communications and audio-visual equipment for selective retrieval in classrooms, homes, and offices. But resistance seemed more a function of concern about the quality of program content than cost. Producing high quality learning packages for adults interested in independent study received a low present, and a relatively low future goal ranking. Face-to-face learning was preferred over electronic communication, whether for learning or political participation.

Building a national network of libraries to function as a free university for adult learning was not supported. One view was that libraries may duplicate existing services at low-cost, open-door colleges competing for declining numbers of students. Another issue was whether libraries, which have their own traditions and are historically slow to change, will venture into such a broadly expanded role in serving adult learners.

1. TO INCREASE THE QUALITY AND VARIETY OF TV ENTERTAINMENT AVAILABLE TO THE VIEWING PUBLIC

N= 230 Moderate Consenses

Moderately High Present Priority (Mean 2.4)  
Moderately High Future Priority (Mean 3.6)

- \* An educated public will demand better quality, and increased competition will produce better quality.
- \* Adult education via TV, controlled in content by educators, seems to be the only way to cultural enrichment.
- \* TV is a universal communications device, but it caters to the lowest common denominator.
- \* No improvement is likely within the present commercial TV structure.
- \* TV is a powerful medium but is misspent and misdirected. One good book is worth more than any amount of TV viewing.

2. TO INCREASE ACCESS TO ADULT LEARNING OPPORTUNITIES THROUGH NATIONAL PUBLIC TELEVISION AND FREE REGIONAL LEARNING SERVICES (e.g., COUNSELING, LIBRARIES, AND TESTING SERVICES)

N= 230

Moderately Low Present Priority (Mean 2.5)  
High Future Priority (Mean 3.8)

- \* More and renewed emphasis on libraries as learning centers is a good idea.
- \* Nontraditional education should be integrated with traditional educational services; free access will not be as much of a problem as will quality.

- \* We need to encourage individual responsibility for learning instead of having the government do everything.
- \* This will become more important as the population ages and technology makes knowledge obsolete.
- \* Current resources are probably underutilized in most areas. I doubt that such learning opportunities should be free.
- \* The lifelong learning bill, if funded, would broaden learning opportunities, making them available to all adults at convenient times and locations.
- \* Important, but only as part of the total learning delivery system of the future.

3. BROADCAST CULTURAL AND EDUCATIONAL PROGRAMS HAVING WIDE APPEAL TO TV VIEWING AUDIENCES

N= 613

Moderately High Present Priority (Mean 2.6)  
Moderately High Future Priority (Mean 3.7)

- \* Recent TV programming (e.g., "Roots," British series) give evidence that quality programs can have wide appeal.
  - \* TV will probably become the single most important medium for adult education in the future; for this reason, quality programming will be absolutely essential.
  - \* Better balance is needed between cultural/educational programs and lower-grade entertainment. Commercial TV must assume greater responsibility for this.
  - \* Video discs and cassettes in combination with educational TV will become effective for media instruction.
  - \* TV's reliance on ratings and appeals to elite and corporate interests negates diversity; some programming should be directed to specific target audiences (e.g., senior citizens, women).
  - \* American TV is a wasteland and a bore; the problem is how to make better programs attractive to mass publics.
  - \* Differences between elite and popular cultures limits the feasibility of this goal.
  - \* Cultural and educational programs do not have wide appeal to TV audiences.
  - \* There are much more urgent problems now than cultural enrichment.
4. TO USE THE MEDIA AND COMMUNICATIONS TECHNOLOGY TO ENCOURAGE CITIZEN PARTICIPATION IN GOVERNMENT DECISION MAKING (e.g., INTERACTIVE CABLE TV, COMPUTER CONFERENCING, TV REFERENDUMS)

N= 613

Low Present Priority (Mean 2.2)  
Moderately Low Future Priority (Mean 3.4)

- \* Essential if voter apathy is to be overcome and a sense of participatory democracy regained.
- \* We need to replace the sense of powerlessness and cynicism in the individual citizen with a sense of ownership and control over events influencing his or her own future.
- \* Those in power need input from the average citizen, not just from pressure groups.
- \* The U.S. is a TV-learning society; we must find ways to increase intelligent use of electronic media rather than be subjected to biased and slanted views.
- \* We need to begin now to update our current modes of citizen participation; reeducation of the masses will be a formidable task.
- \* With energy shortages, participation will have to come through more diffuse, decentralized systems.
- \* Passive forms of communication will not increase participation; face-to-face debate will still be necessary.
- \* I am not optimistic that communications technology will increase responsiveness or sophistication about complex issues.
- \* Excessive dependence on media opens the possibility of demagogue abuse.
- \* Decisions have to be made by responsible leaders, not by citizen consensus.
- \* Important decisions are difficult enough for the educated; there is no evidence that the undereducated will do better. Using communications technology with today's population would be nonproductive; this type of contact will succeed only with people who are competent to participate.

- \* Cost factors suggest that this approach would allow only elite participation which would be effective with only a small percentage of the population.
- 5. TO DEVELOP HIGH-QUALITY LEARNING PACKAGES TO STIMULATE ADULT LEARNERS INTERESTED IN INDEPENDENT STUDY (e.g., VIDEO DISCS, STUDY GUIDES, PROGRAMMED TEXTS)

N= 230

Low Present Priority (Mean 2.3)  
Moderately Low Future Priority (Mean 3.4)

- \* Individual learning packages are invaluable tools for self-improvement.
- \* Learning opportunities will be expanded as low-cost audiovisual equipment and media storage products are mass produced.
- \* My only concern is that excess emphasis on media will lead to supplier abuses.
- \* All learning cannot be reduced to video discs; campus learning and group instruction will also be necessary.
- \* New and better materials are of limited value; certainly not a panacea for adult learning.
- \* The lag is almost always in developing the software and achieving consensus among educators about what constitutes a sound educational program.
- \* Too much bias here and in a similar question on nontraditional academic approaches to learning; what about learning by doing as in vocational fields?
- 6. TO BUILD A NATIONAL NETWORK OF LIBRARIES WHICH CAN FUNCTION SOMEWHAT AS A FREE UNIVERSITY FOR ADULT LEARNING (e.g., OFFERING COURSE OUTLINES, INSTRUCTIONAL MATERIALS, AND ADULT COUNSELING)

N= 230 Very Low Consensus on Present Importance

Very Low Present Priority (Mean 2.1)  
Moderately Low Future Priority (Mean 3.1)

- \* Adult learning should move off of the traditional campuses into neighborhoods where the greatest need exists to keep learning costs low.
- \* This could be a cost-effective solution to the access problem, but it could also fail miserably.
- \* Libraries historically have been slow to change. I doubt that they will venture into the 21st century with energy and enthusiasm.
- \* The public will not use libraries in sufficient numbers to warrant a major effort; they are used by less than 1 percent of the population now.
- \* This sounds like national education; not sure a national network is necessary to achieve this goal.
- \* Libraries do not have the personnel, orientation, past history, or resources to do this.
- \* Other alternatives will be available through advanced communications technology which may better lend itself to network capabilities.
- \* What about the negative impact on public junior and community colleges?
- \* This would be expensive and probably a duplication of existing services.
- 7. TO EQUIP CLASSROOMS, OFFICES, AND HOMES WITH COMMUNICATIONS AND AUDIO-VISUAL EQUIPMENT FOR SELECTIVE RETRIEVAL OF EDUCATIONAL PROGRAMS AND INFORMATION

N= 230

Very Low Present Priority (Mean 2.1)  
Moderately Low Future Priority (Mean 3.1)

- \* The continuing information explosion and advanced technology will bring this about.
- \* Communications technology will advance but acceptance will lag behind; this is 10 to 15 years away.
- \* We need to support the costs of program development; equipment installation is only the tip of the iceberg.
- \* Learning at media centers seems more practical; costs would be staggering otherwise.
- \* I would rather see adults reading.

- \* Technological advances in information dissemination are unimportant in comparison with the need to make learning experiences more humanistic.
- \* This is unrealistic and incredibly extravagant.
- \* Computerization and central control can be carried too far.

#### Part IX: Psychological Health (A Moderate Priority Area)

Prevention was seen as increasingly important relative to treatment as a goal for mental health. Orienting and training mental health professionals to emphasize prevention had a high future rank. Consistent with the prevention emphasis, helping adults learn to cope with anxiety, stress, and crisis and creating organizational climates that contribute to the psychological health of workers ranked high as future needs.

Comments suggested several reasons for the increased emphasis on prevention. Stress is expected to increase as a function of living in a complex, overpopulated, urbanized world. Consequently, people will have to learn to cope with it; the potential loss in productivity and rising health care costs will increase the value of prevention benefits.

But the feasibility of prevention was questioned. How do you define psychological health? Skepticism derives partly from a lack of confidence in the current state-of-the-art in prevention and treatment. One view was that prevention is not an appropriate adult learning goal because the learning required for self-understanding and self-esteem must start in early childhood. Another was that learning should focus on achievement because the success experiences in learning, employment, and a decent income will do more for psychological health than anything else.

Some questioned whether effective growth can take place without the one-to-one learning in counseling and therapy. Therefore, specific adult coping skills such as understanding oneself and others and preventing and dealing with conflict received only moderate to low future goal rankings.

Participation in personal growth groups had one of the lowest present and future rankings in the survey. There was very high agreement that the anticipated benefits of personal growth groups have not been realized. Concern was expressed about professional ethics, the potential dangers of social engineering in a free society, and the problems of creating too many amateur psychologists.

#### 1. TO ORIENT AND TRAIN MENTAL HEALTH PROFESSIONALS TO EMPHASIZE PREVENTION RATHER THAN TREATMENT

N= 204

Moderately High Present Priority (Mean 2.7)  
High Future Priority (Mean 3.9)

- \* Overdue for change. The mental health establishment is one of the most inefficient in the nation. A grass-roots movement eventually will bring this establishment down.
- \* Preventive medicine is the medicine of the future. The importance of this action is evident from health-care costs.
- \* Prevention of mental illness? In the present state of basic knowledge, it is not possible. We need to know more about it before we can train competent people and have successful programs.
- \* Both prevention and treatment are necessary; it is not an either/or proposition.
- \* Industry and government lag way behind on prevention in the field of mental health.

2. TO HELP ADULTS LEARN PSYCHOLOGICALLY HEALTHY WAYS OF COPING WITH ANXIETY, STRESS, AND CRISIS

N= 613

Moderately High Present Priority (Mean 2.6)  
High Future Priority (Mean 3.7)

- \* The importance of this goal will increase.
- \* Preventive mental health will prevail with the mentally ill mainstreamed in society. Mental health resources will be freed for other uses.
- \* Increased urbanization, population growth, and inflation will increase stress and anxiety.
- \* Removing the causes of anxiety, stress, and crisis will do more good than learning how to cope.
- \* Learning to cope will be especially helpful to adults in critical periods of transition (e.g., divorce, mid-career job change, retirement).
- \* Largely a question of inner resources that are broader than the boundaries of any conceivable programs.
- \* Productive employment and a decent income will accomplish more than courses on coping. Coping ability should come from basic secular education and possibly from religious education.
- \* One person's health is another person's illness. What is psychological health?
- \* The more people can help themselves, the better off we will all be.
- \* We had better know what we are doing before we get into the social engineering of the 1984 society.

3. TO CREATE ORGANIZATIONAL CLIMATES WHICH CONTRIBUTE TO THE PSYCHOLOGICAL HEALTH OF WORKERS

N= 204

Moderately Low Present Priority (Mean 2.4)  
Moderately High Future Priority (Mean 3.6)

- \* This should be a total program encompassing all organizational levels.
- \* Furthering productivity and profit does not motivate organizations to develop healthy working climates.
- \* In participative organizations, there is value in establishing behavioral objectives.
- \* Possible, but a healthy organizational climate and high productivity are difficult to achieve; widespread success is doubtful.
- \* Not as important as creating workers who are psychologically healthy enough to work and make progress.
- \* Psychological health is achievable the way U.S. organizations are structured now.
- \* Not an adult education issue, but a task for consultants and technical assistants.
- \* "Big brother" might succeed, but in a free society this has frightening implications.

4. TO TEACH ADULTS HOW TO ANTICIPATE, PREVENT, AND RESOLVE INTERPERSONAL CONFLICTS

N= 230 Very Low Consensus on  
Present Importance

Moderately Low Present Priority (Mean 2.3)  
Moderately Low Future Priority (Mean 3.4)

- \* Conflict inevitably will increase in a complex society; the need for education in this area will increase.
- \* We need to resolve conflicts without having to rely so heavily on the court system.
- \* The real problem is how to reduce conflicts between those above and below the socioeconomic medium.
- \* Conflict should be successfully managed, not prevented or resolved. Some interpersonal conflict is necessary, but violence should be avoided.
- \* Very difficult. Do we really know how to teach this? Let's not try to make psychologists of everyone.
- \* Carried to its logical extreme, government will satisfy every citizen's needs from the cradle to the grave.

5. TO HELP ADULTS TO ACQUIRE SELF-CONFIDENCE AND SELF-ESTEEM, i.e.,  
CREATING OPPORTUNITIES FOR POSITIVE REINFORCEMENT AND REWARD

N= 179

Low Present Priority (Mean 2.3)  
Moderately Low Future Priority (Mean 3.3)

- \* This requires no particular curriculum, but should pervade all of education.
- \* Creating opportunities sounds artificial; should not be a direct goal but perhaps as a spin-off.
- \* This suggests that even a low-skilled person's contributions should receive financial rewards.
- \* 1990-2000 will be the decade for adult learners; lifelong learning opportunities and self-help books will increase in number.
- \* Self-confidence is built early in life, not in the adult years.
- \* We tend to assume that adults have these attributes.
- \* Encourage better performance; self-actualization is intrinsically rewarding.
- \* We do not need a behaviorist world; such artificial efforts are not useful.

6. TO HELP ADULTS GAIN SELF-UNDERSTANDING AND AN UNDERSTANDING OF THE  
FEELINGS, ATTITUDES, AND BEHAVIORS OF OTHERS

N= 230 Very Low Consensus on  
Present Importance

Moderately Low Present Priority (Mean 2.4)  
Moderately Low Future Priority (Mean 3.2)

- \* We need more emphasis on humanistic values than on self-understanding.
- \* This is a personal, not societal, goal; I believe not much is accomplished by such efforts.
- \* Know-thyself education is the function of religion and psychiatrists.
- \* Skeptical of the means, not the goal. Essentially a hopeless task, but keep on trying!
- \* Another platitude. How does one approach this pious goal?
- \* Not certain that formally planned activities are necessary to achieve this goal.

7. TO ENCOURAGE PARTICIPATION IN PERSONAL GROWTH GROUPS AS A WAY TO  
IMPROVE PSYCHOLOGICAL HEALTH

N= 230

Very Low Present Priority (Mean 1.9)  
Very Low Future Priority (Mean 2.3)

- \* Group interaction seems to be good therapy for most people.
- \* Value clarification in schools is a more likely alternative; too many skilled facilitators are required for growth groups.
- \* No quality control over psychological charlatans exists; growth groups have become a societal dumping ground.
- \* Growth groups have not fulfilled their once-anticipated promise for most people.
- \* Growth groups have been overemphasized in the past and their effectiveness is unproven. Learning opportunities should be available to those who want them, but growth group experiences should not be encouraged through public policy.
- \* Growth groups border on political manipulation; the absence of controls makes such groups counterproductive.

Part X: Women, Work, and Family (A Moderate Priority Area)

In considering the future role of women, two trends were readily apparent in the forum: a drastic downward shift in affirmative action relative to equal opportunity and increased emphasis on parental roles relative to work roles.

The downward shift from present to future goals for affirmative action seemed to be a function of the belief that equality for women will be achieved, hence diminishing its need. Another view expressed was that affirmative action is reverse discrimination; equal opportunity should consider only merit and qualifications. Equal opportunity issues (equalizing salary levels of men and women; helping women make the transition from home to work; and offering education and training opportunities) all took precedence over affirmative action to compensate for past discrimination against women.

Goal rankings increased from present to future importance for parent effectiveness training and parents functioning as learning models for their children. This contrasted with a slightly downward shift in the rankings for women making the transition from home to work, and family members learning to share roles more equally. Comments indicated a preference for women to return to the traditional role of homemaker and caring for their children and families, rather than entering the work force.

However, it is important to remember that the forum participants were largely male (85 percent), and that different priorities might be reflected in the responses if more women were represented.

1. TO PROVIDE TRAINING TO HELP ADULTS BECOME MORE EFFECTIVE PARENTS

N= 179

Moderately Low Present Priority (Mean 2.5)  
High Future Priority (Mean 3.9)

- \* Parenting problems are serious and must be dealt with.
- \* Parents do not seem to have time to raise children today; this needs to be changed.
- \* Training should reinforce the role of the family and not promote day care centers.
- \* Who decides when parent training is needed, the government or the individual? Who is going to pay for it?
- \* There is growing awareness of how haphazard parent education is. Commercial educators got into this long before traditional educators.
- \* I have some concern about who will define what effective parenting is.
- \* I suppose better parents equals better children, but do we really know?
- \* The family is still the basic unit of learning and society. Training should be more effective in the home; it is not a function of education.
- \* I doubt that much can be done, but parent education is extremely important for lower-income groups.

2. TO EQUALIZE AVERAGE OCCUPATIONAL SALARY LEVELS OF MEN AND WOMEN IN THE JOB MARKET

N= 204

High Present Priority (Mean 3.0)  
Moderately High Future Priority (Mean 3.7)

- \* Long overdue. Women should receive more compensation than they do.
- \* Equalize opportunities for equal responsibilities and equal abilities.
- \* Affirmative action mandates this, but equal compensation will take a long time to achieve. Equal pay should be based on equal talent, ability, and performance.
- \* As integration is achieved at lower levels in education and in industry, current categories of minorities will gradually dissolve.
- \* Performance should be rewarded for all except the disabled.
- \* Equal pay for equal work; the job, not sex, should determine salary levels.

3. TO TEACH PARENTS HOW TO BECOME BETTER LEARNING MODELS FOR MOTIVATING THEIR CHILDREN TO LEARN

N= 179 Very Low Consensus on Present Importance Low Present Priority (Mean 2.3)  
Moderately High Future Priority (Mean 3.7)

- \* Role models may be the most effective way of teaching children and adults.
- \* This is by far the best way to help children and to strengthen family life.
- \* Children do pattern themselves after their parents; better parenting would make the schools' job much easier.
- \* The influence of parents on children is often underestimated when it comes to formal education.
- \* The schools are doing very poorly as learning role models; they should be more strict.
- \* By 1990-2000 learning to learn should be very high as a goal priority for all adults and children.
- \* Societal Trends Survey shows a decline in religious and family values is expected; these are the traditional sources of role models for children.
- \* Finding role models in a rapidly changing society is nearly impossible.
- \* By the time people are parents, it is too late to learn how to learn.

4. TO HELP EACH FAMILY MEMBER TO BECOME MORE CAPABLE OF ASSUMING A WIDER VARIETY OF ROLES (e.g., WORK, CHILDREARING, HOME MAINTAINENCE)

N= 613 Moderately High Present Priority (Mean 2.6)  
Moderately High Future Priority (Mean 3.5)

- \* With changing sex roles and more working mothers, full utilization of human resources makes this a high priority.
- \* Greater range of practical abilities will be necessary, as will the spirit of sharing responsibility. Tolerance for inequality in family roles will decrease in the future.
- \* New definitions of family roles will make families more effective, but the interim stress will make life difficult.
- \* Considering how many people find themselves outside of family life for long periods of time, this is a humanistic goal in and of itself.
- \* Increased living costs will force both parents into the work force, making shared roles even more important.
- \* Further erosion of traditional family roles is probably unavoidable.
- \* Learning must start in the K-12 years; it is not important only during the adult years.
- \* This does not preclude the possibility of nonfamily arrangements for childrearing (e.g., Kibbutzism).
- \* Traditional roles cause many problems in the nuclear family. Men need to change as well as women.
- \* Not common in the typical family. For all the talk, boys are still taught to be men and girls to be women.
- \* Sex roles will continue to be self-selective, varying from one family to another.
- \* This is too threatening to male interests to ever become too important.

5. TO ASSIST WOMEN IN MAKING A SUCCESSFUL TRANSITION FROM HOME TO WORK (e.g., CAREER COUNSELING, RETRAINING, AND JOB PLACEMENT)

N= 613 High Present Priority (Mean 2.9)  
Moderately High Future Priority (Mean 3.6)

- \* This is a high priority goal, both to make optimum use of the human potential of women and to enable them to achieve personal satisfaction in careers.
- \* The problem is short-range; today's women under 25 are basically ready for employment and will not stay home with young children.
- \* Women should really be involved in both home and work throughout a lifetime; it is really not a transition.

- \* The real issue is how to help men and women learn to make role  
adjustments.
- \* Whatever growth there will be in the adult education market will  
be dominated by women.
- \* The major transition will not be from home to work; prepare for the  
possibility of not entering into family relationships or of entering  
into marriage on a very different basis.
- \* The two-spouse working family is no panacea. Two incomes only allow  
more consumption and, unless necessary, put strain on the already  
threatened family.
- \* Women leaving the home to work is causing family problems; mothers  
should be with children in the home until they are out of high school.
- \* Has this decision been made once and for all? What about the problems  
of divorce, broken homes, and delinquency?
- \* Essential that transition is a free personal choice, not influenced by  
the glorification of careers and derogation of homemaking.
- \* We should encourage significant numbers of women to stay home and provide  
a decent, attractive, healthy environment for children and husbands to  
live in. Homemaking is a career, too.

6. TO PROVIDE THE EDUCATION AND TRAINING OPPORTUNITIES WOMEN NEED TO QUALIFY FOR JOBS TRADITIONALLY OCCUPIED BY MEN

N= 179 Moderately Low Consensus      High Present Priority      (Mean 2.3)  
Moderately High Future Priority (Mean 3.5)

- \* Access to training should not be limited by sex role stereotypes.
- \* Elementary and secondary schools must encourage women to develop a wider range of skills and abilities (e.g., mathematical abilities).
- \* As women move into new areas, they will need training; the educational establishment will respond.
- \* Also the reverse. Educate men for fields traditionally occupied by women; a biased question.
- \* The real need is for employer attitude change, not training.
- \* There are enough jobs appropriate for women without putting men out of work.

7. TO EMPLOY AFFIRMATIVE ACTION TO COMPENSATE FOR PAST DISCRIMINATION AGAINST WOMEN IN EDUCATION AND EMPLOYMENT

|        |                       |            |
|--------|-----------------------|------------|
| N= 230 | High Present Priority | (Mean 2.9) |
|        | Low Future Priority   | (Mean 2.9) |

- \* The need for affirmative action for women will diminish in the 1980s as equality of opportunity is achieved.
- \* The goal should be to remove barriers and to provide real opportunities for achievement.
- \* Affirmative action is the only way change will be made to achieve equity for women.
- \* Affirmative action is more successful for women than it is for Blacks and Hispanics.
- \* The dilemma is how to achieve equity in educational and employment policies while maintaining excellence.
- \* Society professes equality, but affirmative action for women is still only lip service and tokenism.
- \* Compensation for past discrimination is reverse discrimination against males; we should not discriminate at all in the future.
- \* Beware of the tendency to promote mediocre employees under the guise of affirmative action.

## Part XI: New Faculty Roles (A Moderate Priority Area)

High ranks on future goals indicate three priorities for new faculty roles:  
1) the redesign of educational programs to be more responsive to adult learners;  
2) continuing education to adapt to changing curriculum needs and job market  
demands; and 3) experimentation with a wide variety of media and instructional  
strategies.

Open admissions and individualized learning experiences had a very high present, but a somewhat lower future goal ranking. Comments suggested several reasons for the downturn: 1) the trend away from degrees and credentials toward life-long learning; 2) the difficulty of maintaining academic excellence with an unlimited range of student interests, abilities, and backgrounds; 3) insufficient resources to support open admission and individualized learning; and 4) declining enrollments.

Engaging adult learners in individualized study with faculty received low present and future rankings. Although viewed as a potentially effective way of teaching, there was concern about its practicality and cost-effectiveness. Neither were interdisciplinary courses on alternative futures nor high-level mastery of intellectual skills viewed as important. Conceding that such courses may have intrinsic value, they were seen as peripheral goals for adult learning because of limited anticipated demand.

Comments recognized the necessity for faculty to adopt new roles and teaching methods to serve adult learners. But faculty resistance to innovation is expected; familiar teaching methods will be difficult to change in a job market where there is little faculty turnover.

1. TO REDESIGN EDUCATIONAL PROGRAMS IN COLLEGES AND UNIVERSITIES TO MAKE THEM MORE RESPONSIVE TO THE NEEDS AND INTERESTS OF ADULT LEARNERS

N= 179

Moderately High Present Priority (Mean 2.7)  
High Future Priority (Mean 3.9)

- \* This is one of the most important goals for colleges and universities, probably more important to the future of educational institutions than it is to adult learners.
- \* Programs responsive to the needs of adult learners are long overdue. Age isolation will be deadly to the nation's future.
- \* It is only necessary to teach what makes sense, not to control course offerings by learning fads or the limited interests and abilities of the faculty.
- \* Redesign should recognize the adult nature of college learning; some colleges are indeed high schools with ashtrays.
- \* Community colleges are already doing this; there is no need for redesign; programs are already available in abundance.
- \* The adult educator's ability to define the needs of adult learners is limited; we should not expect significant guidance here.
- \* We may have to create a completely new system to provide educational opportunities to adult learners.

2. TO OFFER FACULTY CONTINUING EDUCATION OPPORTUNITIES TO ENABLE THEM TO ADAPT TO CHANGING CURRICULUM NEEDS AND JOB MARKET DEMANDS

N= 179

Moderately High Present Priority (Mean 2.7)  
High Future Priority (Mean 3.8)

- \* Faculty development is essential; unqualified or underqualified faculty harm the educational process and the interests of the students they teach.
- \* Education will become a flexible market; only the faculty who can adapt and change will survive.
- \* The offer of continuing education should be financed by others and backed up by rewards and penalties.
- \* The current tenure process requires continuing education for faculty.
- \* Faculty opportunities for continuing education are not the issue; it is whether those opportunities will be used.
- \* Who is qualified to teach the faculty how to make the necessary adaptations to serve adult learners?

3. TO ENCOURAGE FACULTY TO EXPERIMENT WITH A WIDE VARIETY OF MEDIA AND INSTRUCTIONAL STRATEGIES IN THEIR TEACHING

N= 179

Moderately High Present Priority (Mean 2.7)  
Moderately High Future Priority (Mean 3.7)

- \* Faculty should be at the cutting edge in using communications technology in their teaching.
- \* Experimentation with media and instructional strategies is absolutely essential to make education more efficient and productive.
- \* The diversity of nontraditional learners will require diverse teaching styles and methods.
- \* Because there will be fewer new faculty members, more effort will be necessary to achieve the same level of influence over teaching methods.
- \* The media and innovative techniques available are grossly underutilized; unfortunately, effective materials and competence in their use take time to develop.
- \* Experimentation with new teaching methods is probably more important as a means for keeping faculty renewed and enthusiastic than as a means to improve student learning.
- \* A variety of media will replace many aspects of instruction with faculty being used more as learning facilitators.
- \* Experimenting with media and instructional strategies is not the way to improve the quality of teaching.
- \* Faculty will resist innovation; they always have!

4. TO MAINTAIN A POLICY OF OPEN ADMISSION, INDIVIDUALIZING LEARNING EXPERIENCES TO SATISFY THE NEEDS OF ALL WHO ARE ADMITTED

N= 613

Very High Present Priority (Mean 3.0)  
Moderately High Future Priority (Mean 3.6)

- \* Open admissions without individualized learning experiences is unethical.
- \* To offer education to all who are motivated to learn is an ideal; the realization of this depends upon provision of full support by the state. When resources are not sufficient, admissions policies necessarily will be based on merit and ability to pay.
- \* Rigid institutional policies are a major deterrent to adult learning.
- \* Open admission makes sense only if the purpose of the institution is compatible with an unlimited range of abilities, interests, and backgrounds.
- \* Academic excellence must be maintained while providing educational opportunities to the disadvantaged.
- \* Because of declining enrollments and increasing competition among colleges for students, institutions will become more responsive to the demands of individual learners as consumers.
- \* With or without open admissions, individualized learning will increase in importance.
- \* Lifelong learning will become a reality, thereby diminishing the importance of open admissions.
- \* External community resources should be used for adult basic education; colleges should not be in the business of teaching basic literacy.
- \* Individualized learning experiences should not be provided by de-personalizing learning experiences (e.g., programmed texts, computer-assisted instruction, TV).
- \* Different learning tracks should be offered for less-than-normally qualified students to avoid diluting the educational quality of programs for the gifted.
- \* Financial pressures will force heretofore open-door public colleges and universities to reinstate competitive admissions.
- \* Open admissions is a luxury the nation cannot afford; reinstate meritocracy to spend resources where they will do the most good.

5. TO HELP ADULTS MASTER INTELLECTUAL SKILLS AND METHODS OF INQUIRY WHICH ARE USEFUL IN A VARIETY OF CONTEXTS (e.g., THEORY APPLICATION STATISTICAL METHODS, COMPUTER SCIENCE)

N= 230

Low Present Priority (Mean 2.3)  
Moderately Low Future Priority (Mean 3.3)

- \* The impending information explosion will make these skills more necessary in the future.
- \* This needs increased emphasis at both the high school and college levels, as the emphasis shifts from having answers to finding answers.
- \* Skill training has a far greater return on investment than other forms; it is the wave of the future.
- \* Adults will need to acquire these skills and methods to take advantage of emerging technology which may represent future employment opportunities.
- \* I like the idea of adults thinking objectively and critically, but not in terms of the examples included in the goal statement.
- \* Not essential for the effective functioning of adults; only limited numbers of people require these skills now or will need them in the future.

6. TO ENABLE ADULT LEARNERS TO ENGAGE IN INDIVIDUALIZED STUDY WITH FACULTY MEMBERS SERVING AS CONSULTANTS AND EVALUATORS

N= 179 Low Consensus

Low Present Priority (Mean 2.2)  
Moderately Low Future Priority (Mean 3.1)

- \* This is the best way for anyone to learn. Why concentrate only on adults? One-to-one learning will definitely increase.
- \* Group modes of instruction will recede in importance as individualized programs and experiences necessitate change.
- \* This is already the traditional mode of instruction in the sciences; we need more of the atmosphere of a community of scholars.
- \* Learning opportunities similar to those of graduate students should be available at any age.
- \* Curriculum reform and faculty retraining are needed. Not as necessary to publish as it is to work with learners in the community.
- \* This is effective only with rapid learners and only if adult learners are willing to pay the high costs.
- \* If the one-on-one system takes away from other programs and reduces their quality, the answer should be "no."
- \* Most faculty are already overworked.
- \* It is an expensive luxury--too costly and impractical.

7. TO ENCOURAGE INTERDISCIPLINARY COURSES ON ALTERNATIVE FUTURES WHICH BALANCE NATIONAL AND WORLD VIEWS OF SOCIETY

N= 230

Very Low Present Priority (Mean 2.0)  
Low Future Priority (Mean 3.1)

- \* Interdisciplinary studies will grow in importance because of the complexities of national and world problems in an interdependent society.
- \* Americans need to acquire a more international perspective.
- \* Rather we need to understand international affairs, politics, finance, resources, and their implications for the U.S. Nationalism remains the dominant emphasis and a balanced view may not be good for the country.
- \* What we need instead is a national peace academy with a research component to work on all levels of conflict resolution.

## Part XII: Citizen Participation (A Moderate Priority Area)

Preparation for the responsibilities of citizenship encompasses a wide range of goal priorities for adult learning. Promoting active and informed participation of adults in politics in government is a traditional goal and a contemporary challenge.

The forum ranked citizen participation high as a future priority. But many differences of opinion were reflected about the feasibility and desirability of a goal that includes all citizens. The egalitarian perspective is that effective control of government is possible only if the large majority of citizens are active and informed. But the elite perspective is that many citizens are not sufficiently informed to deal with today's complex issues; therefore, elected and appointed representatives must decide on our behalf.

Responsible leadership is a second issue. Encouraging managers to be sensitive and responsive to consumer needs and the public interest was a high priority future goal. Teaching leaders how to negotiate, bargain, and manage conflict constructively was of moderate importance, with comments ranging from recognition to denial that responsible leadership is a problem. For some the answer is to change management attitudes and ethics. Others felt that management recognizes that profits must be balanced against consumer and employee needs and the public interest; and still others see the economics of declining populations, increased competition, and consumer organization forcing change.

Social and political activism is a third issue in a citizen participation. Teaching adults how to bring about change, training volunteers in action-research techniques, and teaching consumers how to organize cooperatives were viewed as peripheral to adult learning. Comments reflected recognition of the need for increasing citizen participation and training in action-research techniques, but also reflected the fear that excessive participation could paralyze informed, intelligent, and responsible leadership.

1. TO PROMOTE ACTIVE AND INFORMED PARTICIPATION OF ALL ADULTS IN POLITICS AND GOVERNMENT AFFAIRS

N= 179

Moderately High Present Priority (Mean 2.6)  
High Future Priority (Mean 3.9)

- \* Informed citizen participation was an early basis for adult education and remains a challenge.
- \* This is a growing necessity to counter the skepticism about politics in this age of uncertainty.
- \* Citizens of foreign countries cannot believe the low level of participation of Americans in politics and government affairs.
- \* "The price of democracy is eternal vigilance" (Thomas Jefferson).
- \* We need fewer professional politicians and more citizen participation.
- \* The lack of participation has led to single-issue political lobbies and poor government.
- \* More citizens would like to participate, but people are just not equipped to deal with today's complex issues.
- \* This can be overdone. We elect representatives to do this for us. How much participation do we need? How much can we afford?
- \* We must start by getting better informed government officials.
- \* I prefer that the ignorant not be disturbed. People should be free to remain uninterested in politics.
- \* All citizens participating is an impossible goal. Fewer people are voting now. Not all adults are likely to be informed or active.

2. TO ENCOURAGE MANAGERS TO BE SENSITIVE AND RESPONSIVE TO CONSUMER NEEDS AND THE PUBLIC INTEREST

N= 179

Moderately High Present Priority (Mean 2.6)  
High Future Priority (Mean 3.8)

- \* Business needs more than ever to seek trust by demonstrating moral behavior.

- \* Satisfied consumers are an asset to the economy and necessary if business is to succeed.
  - \* Profit as the bottom line is not an adequate primary goal in a resource-scarce economy.
  - \* As the birth rate declines and the population stabilizes in size, business will have to become more responsive to consumer needs.
  - \* Consumer protection safeguards will still be necessary.
  - \* Self-interest dictates this. Most successful managers are sensitive and responsive to consumers and the public interest.
  - \* Being sensitive does not mean giving up control of one's own business or investments in a free enterprise society.
  - \* The problem will take care of itself.
3. TO TEACH ORGANIZATIONAL LEADERS HOW TO NEGOTIATE, BARGAIN, AND MANAGE CONFLICT CONSTRUCTIVELY IN ADVERSARY SITUATIONS

N= 204

Moderately High Present Priority (Mean 2.6)  
 Moderately High Future Priority (Mean 3.5)

- \* Extremely important element that has been overlooked in attempts to improve productivity.
  - \* In an increasingly litigious society, this will become more and more necessary.
  - \* The number of adversary situations will decrease as we become better organized for dealing with conflict.
  - \* Education is already available in this area with current course offerings.
  - \* Let's train people to manage negotiations constructively so as to avoid conflict.
  - \* Experts are available for assistance when needed; organizational leaders have enough to do without having to be reeducated.
  - \* Leaders who have managed conflict constructively get promoted; we really train no one.
  - \* Conflict management courses are in vogue; their worth is limited. There is no substitute for experience in adversary situations.
4. TO HELP CONSUMERS MAKE INFORMED DECISIONS WHEN PURCHASING GOODS AND SERVICES

N= 230

Moderately High Present Priority (Mean 2.7)  
 Moderately High Future Priority (Mean 3.5)

- \* With better general education, consumer protection will not have to maintain as activist a stance (e.g., Ralph Nader).
  - \* In an age of increasing scarcity and rising costs, consumerism is very important.
  - \* Growth of corporate morality will lessen the need for consumer protection.
  - \* In an increasingly complex technological and monopolistic industrial system, people need help beyond their own competence and ability to mobilize power.
  - \* In a consumer oriented economy, if we try to educate consumers, we may create chaos in the marketplace.
  - \* Consumers are already smart; purchasing is a personal matter, not a social concern.
  - \* The more government treats people like children, the less capable they will become.
5. TO ENSURE THAT ALL ADULTS UNDERSTAND THE IMPORTANCE OF LAW AND THE NECESSITY FOR LAW ENFORCEMENT

N= 179

Moderately High Present Priority (Mean 2.6)  
 Moderately Low Future Priority (Mean 3.4)

- \* Without law and order, our nation will not survive.
- \* This should be a part of secondary education.

- \* More study of this area is needed; sociologists have really let us down on the issue of law enforcement. Citizen participation in reforming the judicial system would help.
  - \* Current failure of police and incarceration will force changes in future law enforcement policies.
  - \* It is only important to retrain those who ignore the law.
6. TO TEACH ADULTS HOW TO BRING ABOUT CHANGE IN AMERICAN SOCIETY
- N= 204      Very Low Consensus on      Very Low Present Priority      (Mean 2.1)  
                  Future Importance      Low Future Priority      (Mean 3.1)
- \* Learning how to bring about change would reduce the debilitating feelings of powerlessness that exist today.
  - \* We need to alter the tempo and quality of change, even by slowing down or stopping fragmented planning of technological change.
  - \* This is a major goal of liberal education; how else can it be achieved?
  - \* Minority groups have focused on this problem for some time.
  - \* First we have to agree on what changes are needed.
  - \* Stability is a greater need than change in most sectors.
  - \* Teach what, revolution? This is nonsense.
7. TO TRAIN VOLUNTEERS IN ACTION-RESEARCH TECHNIQUES FOR COMMUNITY PROBLEM SOLVING
- N= 204           Low Present Priority      (Mean 2.2)  
                       Low Future Priority      (Mean 3.1)
- \* We badly need to teach citizens how to evaluate problems objectively and to learn how to solve difficult community problems.
  - \* Through Title I (HEA) grants, Cooperative University Extension programs are increasing action-research problem solving in communities.
  - \* Community ownership of problems is essential, but ownership is not enough without resources to allocate; specifically, one-year action programs are ridiculous!
  - \* A desirable goal would be to diminish the role of experts in making problem solving decisions.
  - \* This requires that action researchers be reeducated to deal with other human beings as colleagues and clients rather than as subjects.
  - \* Concepts and practices of voluntarism need reexamination and greater public visibility.
  - \* There is a danger in having volunteers become too expert.
  - \* New techniques for involvement will be needed as we learn to recognize the importance of broader community participation.
8. TO TEACH CONSUMERS HOW TO ORGANIZE COOPERATIVES TO PURCHASE GOODS AND SERVICES ECONOMICALLY
- N= 178           Very Low Present Priority      (Mean 2.0)  
                       Low Future Priority      (Mean 2.9)
- \* This would increase consumer power and help control inflation.
  - \* Consumers must use every mechanism at their disposal to counteract business conglomerates and monopoly practices.
  - \* If people have time but no money, it can work.
  - \* Back-to-the-land ecological/social movements will continue to grow until the year 2000.
  - \* Better to impose price controls which benefit all consumers.
  - \* Whose function is this? Let competition run its course and teach consumers how to influence the present system rather than trying to create a new one.

## Part XIII: Leisure (A Low Priority Area)

Leisure seems to be regarded more as a luxury than a necessity. The highest priority item in this category--improving physical strength, fitness, and endurance--received only a moderately high goal ranking. Comments suggested that it is a necessary ingredient in preventive medicine, and it reduces health care costs and increases productivity over a lifetime.

Helping adults discover ways to make creative, constructive, and satisfying use of leisure time had slightly lower goal rankings. Some recognized the possibility of increased leisure time in the future, but felt that most people would not be prepared to use it constructively.

Community-wide planning of recreation was supported as a way to reduce unnecessary duplication of services and assure equal access to recreational opportunities, but there was resistance to spending tax dollars for this purpose.

Access to wilderness areas was a controversial issue. Expanding recreation facilities in wilderness areas makes sense when the demand for outdoor recreation increases, but recreational use represents a potential threat to the ecological balance of wilderness areas, and competes with government and private enterprise in developing energy and other natural resources.

The comments shed some light on the low rankings for leisure in the survey. Concern about inflation and unemployment makes functional literacy a more salient issue than the luxury of learning how to use leisure time. America's future problem will be work, not leisure. Without increased productivity, our standard of living will decline and leisure will be available only to the few who can afford it.

1. TO ENABLE ADULTS TO IMPROVE THEIR PHYSICAL STRENGTH, ENDURANCE, AND FITNESS

N= 179

Moderately Low Present Priority (Mean 2.5)  
Moderately High Future Priority (Mean 3.5)

- \* Essential for reasons of economic productivity and good health.
- \* A necessary element in preventive medicine.
- \* Increasing health care costs will increase concern for prevention.
- \* The less that illness is caused by self-neglect, the lower the medical costs and the longer the individual's productive life.
- \* Adults are aware of the need now, but increased access to facilities and more flexible employment time should be encouraged.
- \* How about some emphasis on mental strength for a change?

2. TO HELP ADULTS DISCOVER INTERESTS AND TALENTS THEY HAVE FOR MAKING CREATIVE, CONSTRUCTIVE, AND SATISFYING USE OF THEIR LEISURE TIME

N= 613

Moderately Low Present Priority (Mean 2.3)  
Moderately Low Future Priority (Mean 3.3)

- \* Leisure helps people to realize their human potential and motivates them to be more productive.
- \* Leisure is a better alternative than drugs, alcohol, and mental illness.
- \* Creative adults will solve this problem on their own.
- \* At present, this depends on the economic status of the individual; self-actualizing activities are the luxury of persons who can afford them.
- \* Private enterprise will continue to develop the leisure industry.
- \* More community outreach programs are needed in junior and community colleges.
- \* A shorter work week will mean more leisure time; I am not certain people are prepared to use that time well.
- \* Leisure time is too frequently spent on the mundane; it is hard to change leisure patterns.
- \* Too much structure; leave us alone, at least during our leisure hours.
- \* Leisure is not a problem in our society; our problem is an unfavorable balance of trade because we produce poor work for more money than other nations.

N= 230

(Mean 2.2)

(Mean 3.1)

4. TO ENCOURAGE ADULTS TO EXPRESS THEIR LITERARY, ARTISTIC, OR MUSICAL TALENTS

N= 179

(Mean 2.2)

(Mean 3.1)

5. TO INCREASE ACCESS TO WILDERNESS AREAS AND OTHER OUTDOOR RECREATION OPPORTUNITIES

N= 204

(Mean 2.4)

(Mean 3.0)

6. TO COORDINATE PLANNING AND DEVELOPMENT OF RECREATIONAL FACILITIES AND SERVICES FOR ADULTS ON A COMMUNITYWIDE BASIS

N= 203

(Mean 2.3)

(Mean 2.9)

- \* Communitywide planning would cut down on unnecessary duplication.
- \* This may be one way of making life more bearable in an era of declining standards of living.
- \* This deserves support if we can get the commercialization out of it (e.g., sports cars, motor boats, recreation vehicles).
- \* This contributes to the social welfare, but limits individual choice. Some communities are already overorganized.
- \* This will continue to be served primarily by private enterprise, available only to special groups (e.g., upper middle class, children, and retirees).
- \* Adults can provide their own recreational experiences without community-wide planning.
- \* Other priorities, such as educational opportunities and improvement in health services, are much more important.

7. TO TEACH ADULTS HOW TO IMPROVE THE AESTHETIC QUALITY OF THEIR OWN ENVIRONMENT (e.g., HOME, WORK, OR COMMUNITY ENVIRONMENT)

N= 230

Low Present Priority  
Low Future Priority

(Mean 2.2)  
(Mean 3.1)

- \* Every community should be organized to promote the aesthetic quality of the environment.
- \* Middle and upper class interests will continue, with heavy do-it-yourself emphasis for leisure time. Overall the importance is very low.
- \* This would contribute to both personal and community pride.
- \* Some other means than teaching is necessary for permanent results. It is a matter of self-pride.
- \* How do you instill a sense of responsibility in people who don't care?
- \* The aesthetic environment is much less important than aspects of the environment having a negative impact on mental and physical health.

Part XIV: Financing Lifelong Learning (A Low Priority Area)

The alternatives for financing lifelong learning presented in the survey generally were not as well received as were the goals for lifelong learning. Only two of the options were viewed as increasing in future importance: 1) granting financial aid on the basis of demonstrated need to part-time adult learners; and 2) promoting and supporting learning exchanges.

The comments revealed some of the reasons for this resistance. One view was that direct grants based on credits are not useful since most adults are not interested in amassing degree credits. Another was that corporate tax deductions are unnecessary because such expenses are already tax free. Another was that corporate and union sponsorship may frustrate career aspirations by locking employees into their present jobs. Finally, an extension of government subsidies to senior citizens and part-time students is difficult to justify when such national priorities as inflation, energy, and unemployment are more urgent.

The opposing view is that investing public and private funds in lifelong learning for adults will pay economic dividends through increased productivity, corporate profits, and tax revenues. Corporate tax deductions, voucher plans, individual tax deductions, and financial aid to adult learners are seen as having an impact comparable to the effects of the GI Bill. But financial aid should be channeled directly to adult learners so they can exercise freedom of choice in selecting educational programs and providers. Retaining free or low tuition policies in public colleges and universities for both traditional students and adult learners seems justified on the basis of the social benefits derived.

1. TO GRANT ALL FINANCIAL AID ON THE BASIS OF DEMONSTRATED NEED WITH PART-TIME ADULT LEARNERS HAVING THE SAME ELIGIBILITY AS TRADITIONAL FULL-TIME STUDENTS

N= 204 Very Low Consensus on  
Future Importance

Low Present Priority  
Moderately Low Future Priority

(Mean 2.1)  
(Mean 3.3)

- \* Current policies discriminate against the have-nots; part-time adults may have more right to such programs than full-time students because they pay taxes.
- \* Financial aid should be split between aid for demonstrated need and aid for student motivation and achievement.
- \* Financial aid should be included as part of an overall program for job retraining and making life transitions.
- \* Special financial aid will not be necessary if the lifelong learning concept becomes an established system.
- \* Yes, but I favor retaining free or low tuition policies of public colleges and universities on the grounds of the social benefits derived.

- \* I lean to education for the young, but talent rather than financial need should be the key to support.
  - \* Priority should be given to full-time students with degree goals. Financial aid based on demonstrated need is of high importance for traditional students; for adult learners, it is only of moderate importance.
  - \* I would prefer investing money in learning exchanges or offering tuition tax credits.
2. TO ALLOW CORPORATE TAX DEDUCTIONS TO STIMULATE EXPANSION OF COMPANY SPONSORED EDUCATIONAL BENEFITS, STAFF DEVELOPMENT PROGRAMS, AND JOB TRAINING

N= 613

Moderately Low Present Priority (Mean 2.4)  
Moderately Low Future Priority (Mean 3.3)

- \* Educational benefits will increase productivity and revenue for taxes; this is an economic value judgment.
  - \* The company benefits directly from staff development programs, and these are usually considered as a cost of doing business.
  - \* Individual and corporate tax deductions for learning experiences would stimulate lifelong learning, having an impact comparable to the GI Bill.
  - \* Much of adult life centers in the work environment; educational opportunities will be increasingly offered there.
  - \* Affirmation of personal growth and learning is far more important in the work place than it is in educational institutions.
  - \* Employers must recognize their responsibility to prepare the work force in the same way they upgrade physical plants and equipment.
  - \* This is not a necessary condition for business and industry. It is OK for morale, but employees have to assume some responsibility for their own advancement.
  - \* It may become an alternative to wage increases, but the French approach (1 percent of payroll for continuing education) is not really successful.
  - \* Corporations are contributing heavily to continuing education programs now without the incentive of tax deductions.
  - \* Corporate educational benefits may be the key to survival for many privately-endowed educational institutions.
  - \* Corporate tax deductions should be given only for research and development to improve productivity and technology.
  - \* Education and training are standard operating expenses; additional tax deductions are really dual compensation for normal services to employees.
  - \* Better if done in the public sector; company-sponsored programs limit transfer among companies and tend toward a company-controlled labor force.
  - \* There is no control over the quality and appropriateness of education and training in the corporate environment.
  - \* Except for explicit job training, corporations should leave adult learning to nonprofit educational agencies.
  - \* Corporations have too many tax deductions already.
3. TO PROMOTE AND SUPPORT LEARNING EXCHANGES THROUGH WHICH PEOPLE IN A COMMUNITY MAY BOTH TEACH AND LEARN FROM ONE ANOTHER

N= 613 Very Low Consensus on  
Future Importance

Very Low Present Priority (Mean 2.1)  
Moderately Low Future Priority (Mean 3.2)

- \* Learning exchanges with creative projects and constructive approaches to problem solving can be great assets for community development.
- \* Cooperation rather than competition in education is the answer.
- \* As less emphasis is placed on credentials, learning exchanges will increase in importance.
- \* Learning systems today are too institutionalized; learning exchanges are less expensive than formalized methods of learning.
- \* A major alternative to make better use of human resources and to cope with declining financial resources.
- \* Learning exchanges are needed as an intergenerational link between youth and older adults.
- \* Absolutely the wave of the future in adult education.

- \* Will help the plumber to understand the preacher, the lawyer to understand the consumer and vice versa.
- \* Since it is already natural conduct for us to teach and learn from one another, there is no need to create organizations for this purpose.
- \* Nice in theory but not in application; a socialist idea.
- \* Not likely. Most people do not even know their own neighbors, much less participate in a community learning exchange.

4. TO OFFER GOVERNMENT-SUBSIDIZED EDUCATIONAL OPPORTUNITIES TO SENIOR CITIZENS

N= 179

Low Present Priority  
Low Future Priority

(Mean 2.1)  
(Mean 3.0)

- \* Senior citizens will become the new majority; and they recognize that  
idleness helps no generation.
- \* Training should consider societal needs as well as opportunities for  
keeping senior citizens active.
- \* Many low cost or free educational opportunities are already available  
without further government subsidies.
- \* Colleges are interested in this primarily to fill empty classrooms.
- \* Limited assets should be invested in the young who have more productive  
years ahead of them.
- \* There are economic limitations; why not the reverse--pay senior citizens  
to teach?
- \* I believe in limiting government subsidies except where absolutely  
justified.

5. TO CHANNEL FEDERAL AND STATE AID FOR ADULT LEARNERS THROUGH DIRECT GRANTS TO INSTITUTIONS BASED ON ENROLLMENT LEVELS OR CREDITS PRODUCED

N= 230

Low Present Priority  
Very Low Future Priority

(Mean 2.1)  
(Mean 2.6)

- \* Reasonable, as long as effective auditing procedures are established to minimize possible abuses.
- \* Preference in granting aid should be given to public land-grant institutions.
- \* Enrollment funding models are not appropriate for highly diversified groups of educational providers.
- \* I do not trust institutions to do an adequate job; I prefer community-oriented mechanisms.
- \* Federal aid should flow through states for effective coordination of adult learning opportunities.
- \* Credits are unfair and represent excessive control over learning opportunities.
- \* Better channeled to adult learners to give them freedom of choice in selecting educational programs and providers.
- \* Present federal and state aid will continue but not increase significantly.
- \* To reach more adults, the thrust of adult learning must be away from traditional educational institutions.

6. TO INCORPORATE EDUCATION AND TRAINING BENEFITS INTO UNION CONTRACTS  
NEGOTIATED BETWEEN MANAGEMENT AND LABOR

N= 204

Low Present Priority  
Very Low Future Priority

(Mean 2.2)  
(Mean 2.8)

- \* Employers, government, and unions will have to pursue the idea of education as a fringe benefit.
- \* With rising tuition costs, educational benefits for wives and children may become issues in labor negotiations.
- \* Such programs should occur only if they benefit labor and management equally.

- \* The alternative is less than challenging jobs and inadequate provision for retraining and career change throughout life.
- \* Already incorporated into many labor contracts, but are not being used by employees.
- \* Although effective in education and training in other countries (e.g., Sweden) unions generally have not been effective in supporting adult learning.
- \* Fringe benefits are already excessive; we surely should not mandate educational programs with labor contracts.
- \* Not relevant; unions will have less and less impact on the future.
- \* Education and training are more a matter of organizational survival than they are union fringe benefits.

#### Part XV: Minorities (A Low Priority Area)

Affirmative action for minority advancement ranked very high as a present goal, but very low as a future goal, a drop as extreme as any in the forum. Similarly, recruiting and training members of minority groups for management and professional positions moved from very high to moderately low. By way of contrast, equality of educational and employment opportunities based on applicant qualifications (see Liberal Education) had a very high present and future goal ranking.

Outreach programs to recruit and motivate the unemployed to participate in job training and placement programs and to seek meaningful jobs and advancement had higher, more stable rankings. But there was a downward shift in priorities for offering compensatory educational opportunities to the disadvantaged, and enabling bilingual minorities to study their own culture and language.

Although minorities were underrepresented in the forum, affirmative action does have its advocates. Proponents view it as a necessary transition policy, but one that will diminish in importance as minorities demonstrate their ability to compete on an equal basis.

The weight of comments, however, suggested a majority backlash to affirmative action motivated by several concerns: 1) maintenance of performance standards; 2) the economic necessity of rewarding productivity; 3) failure of affirmative action programs to eliminate dependence at reasonable costs; 4) the inherent inequity of affirmative action in a competitive job market; 5) the necessity to absorb minorities into the mainstream to achieve national unity; and 6) the responsibility of the individual to create and respond to available opportunities.

#### 1. TO RECRUIT AND MOTIVATE UNEMPLOYED PEOPLE TO PARTICIPATE IN JOB TRAINING AND PLACEMENT PROGRAMS

N= 204

Moderately High Present Priority (Mean 2.7)  
Moderately High Future Priority (Mean 3.7)

- \* This is necessary to undermine the continuance of a large, Black underclass, one of the nation's major social problems.
- \* Reeducate around life aims and lifestyles to help people adapt better to change.
- \* Society needs desperately to train its unemployed and displaced workers before industries disappear or decline.
- \* Get people off welfare, social security, and unemployment benefits.
- \* This is a task for professionals; people who are not trained should not be trying to do it.
- \* Important, only do we really know how to motivate the unemployed?
- \* If the rest of the training/retraining system works, there should be fewer hard-core unemployed.
- \* I am not convinced motivation is the problem if the programs for unemployed are well-conceived.
- \* The majority of the unemployed will continue to be unemployable.

\* N= 204      Moderately High Present Priority (Mean 2.7)  
Moderately Future Priority (Mean 3.6)

3. TO RECRUIT AND TRAIN MEMBERS OF MINORITY GROUPS FOR EXECUTIVE POSITIONS IN MANAGEMENT

- \* Should be given a high priority to fully utilize human resources and to restore confidence in our system of government.
- \* During this transition period, considering existing social inequalities, affirmative action is necessary.
- \* With declining economic conditions, minorities may be forgotten educationally and professionally unless there is a continuing effort to achieve full representation.
- \* Social stability requires that all segments of society have opportunities for advancement.
- \* This is a shared responsibility in which formal education is a junior partner..
- \* Having successful role models is the key to realizing the human potential of minority groups.
- \* Educational opportunities will still be necessary; qualified minority members will be upwardly mobile, future emphasis will be moderate.
- \* Upward mobility must start by instilling pride in the individual through the school and community.
- \* Overemphasis currently results in reverse discrimination against better qualified applicants.
- \* Advancement inconsistent with qualifications causes failures that are detrimental to the cause of minority opportunity.
- \* Racism is still strong; there will be less support for affirmative action in the future.

N= 230                      High Present Priority                      (Mean 3.0)  
Moderately Low Future Priority                      (Mean 3.3)

- \* Efforts must be increased; continuous recruitment should be encouraged  
\* to change attitudes and levels of aspiration.  
\* This is a social responsibility of professional schools.  
\* We need to improve overall education at the elementary level so that  
\* minorities are more competitive at advanced levels.  
\* The foundation of any minority group is its middle class, typified to  
\* a large degree by the number of professionals it has.  
\* Its importance will diminish as minorities qualify in equal proportions  
\* to their representation in the total population.  
\* Compliance with affirmative action must be achieved without relaxing  
\* professional standards.  
\* Too much emphasis now. How long can social institutions serve as a  
\* replacement for family and peer guidance?  
\* I believe in equal opportunity, but with the individual assuming re-  
\* sponsibility for taking advantage of available opportunities.

5. TO OFFER UNEMPLOYED YOUTH RESIDENTIAL LEARNING PROGRAMS WHICH COMBINE EDUCATION, WORK AND LEISURE

N= 230

Moderately Low Present Priority (Mean 2.4)  
Moderately Low Future Priority (Mean 3.2)

- \* This is the only solution for youth who are locked into the ghetto life of our major cities.
- \* This is a necessary program if chronic unemployment among youth continues at present levels.
- \* This should be accomplished, but not as a federal program.
- \* I would support an updated version of Roosevelt's CCC Camps.
- \* Quality controls would have to be developed; training programs for professionals in this area would be needed, and program effectiveness would have to be monitored.
- \* CETA again. The problem is the social distance between taxpayers and beneficiaries of such programs.
- \* Highly desirable, but extremely difficult to implement, and cost-effectiveness is questionable.
- \* Youth are only a small population now and will diminish in proportion to the aged in the next two decades.
- \* I object to residential aspects of the goal.

6. TO OFFER COMPENSATORY EDUCATIONAL OPPORTUNITIES TO DISADVANTAGED MEMBERS OF MINORITY GROUPS

N= 204 Very Low Consensus on  
Future Importance

High Present Priority (Mean 2.9)  
Moderately Low Future Priority (Mean 3.2)

- \* This is probably necessary to lower unemployment.
- \* Compensatory education opportunities should be accompanied by periodic checks.
- \* Compensatory education must be approached realistically by learners and institutions. To inject the individual into training situations which are beyond their present capacity is harmful to the group and crushing to the individual.
- \* Basic role of public education. The contribution is greater if employed as part-time education.
- \* The current categories of the disadvantaged will dissolve gradually as integration is achieved in schools, especially in the lower grades.
- \* Let's eliminate the need for compensatory services. Why should colleges do what elementary schools should be doing?
- \* Individualism and self-direction will achieve more than spoon-feeding.
- \* Compensatory education cheats achievers. Everyone should compete on the basis of talent and ability. Faculty is weary of preferential treatment for the disadvantaged.
- \* Let's start where we are now. There is not much we can do about what happened in 1905, but we can help somewhat with 1985.

7. TO ENABLE MEMBERS OF BILINGUAL MINORITIES TO STUDY THEIR OWN CULTURE AND TO ACHIEVE PROFICIENCY IN THEIR OWN LANGUAGE

N= 230

Moderately Low Present Priority (Mean 2.4)  
Very Low Future Priority (Mean 2.7)

- \* All elementary schools should have a program to study other cultures and languages, not just minorities.
- \* It is the bilingual minority's responsibility. Cultural pride is important, but it is a home/family responsibility.
- \* Maintenance of cultural/ethnic heritage is important in a diversified culture, but not at the expense of functional literacy.
- \* Second languages are desirable provided that the first language is English; perpetuating another as a first language fragments a society (e.g., Quebec and Canada).
- \* A complex, interdependent society must have a minimum common language capability; communication is essential for social integration.

- \* As a public policy, the emphasis should be on acquisition of English language skills. To promote other languages and cultures is divisive.
- \* We need to stress commonalities of humankind rather than fragmenting into divisive splinter groups.
- \* The strength of the nation revolves around one people, one language, and one financial base.

8. TO EMPLOY AFFIRMATIVE ACTION TO COMPENSATE FOR PAST DISCRIMINATION AGAINST MINORITIES IN EDUCATION AND EMPLOYMENT

N= 179

Very High Present Priority (Mean 3.1)  
Very Low Future Priority (Mean 2.8)

- \* Affirmative action is a way for this generation's activity to be effective against a past history of disadvantage.
- \* To ensure nondiscrimination is important but not to compensate for past discrimination.
- \* Minorities and women will continue to press for affirmative action; society will continue to respond in limited ways.
- \* Those admitted through affirmative action must receive special individualized training; they cannot simply be plunged into the mainstream.
- \* Better to concentrate on improvements in skill and competence.
- \* Problems of interpreting past discrimination are frustrating progress; let's get on with it and dispense with the "stop blaming me" guilt rationales.
- \* Priority is too high. More equal opportunities should be given to all.
- \* Successful efforts will diminish the importance of affirmative action; it will recede as an issue.
- \* Reverse discrimination is advancing too rapidly; educate and employ all capable persons; forget the past and do something about the future.

Part XVI: Military (A Low Priority Area)

Goals central to military services were largely viewed as peripheral to adult learning. With the exception of helping disabled veterans become more self-sufficient, all future goals were ranked at the lowest priority levels, even those which were given relatively high present rankings. The goals for military service were also extremely controversial; there was more divergence of opinion about them than for any other category in the forum.

Comments indicated declining support for military career and training opportunities. The current political climate, declining numbers of youth, and the mandate for an all-voluntary force constitute a formidable challenge to the military in satisfying its manpower requirements for national defense.

Views were divided about the levels of manpower and types of personnel the military requires to satisfy national defense needs. But public opinion is more likely to be guided by political attitudes toward national defense than by access to factual information about the national security situation.

Opinion was divergent about the relevance of military service to adult learning and the transfer value of military training to civilian life. Viewed as an essential national service and a distinct career opportunity, military service is as integral to lifelong learning as any other sector of society. But from the noncareer perspective, it is seen as a transition to civilian life where the transfer value of learning opportunities has to offer sufficient benefits to serve as an incentive to prospective volunteers.

1. TO HELP DISABLED VETERANS LEAD MORE SELF-SUFFICIENT, PRODUCTIVE, AND SATISFYING LIVES

N= 204

Moderately High Present Priority (Mean 2.8)  
Moderately Low Future Priority (Mean 3.4)

- \* Helping disabled veterans is part of the total effort to develop the nation's human resources.

- \* Outreach programs are needed to increase participation in available programs.
  - \* The poor, the handicapped, the undereducated are all the same in our society; a drain as well as an untapped human resource.
  - \* Hopefully the numbers will decrease; with fewer veterans, less resources will be required.
  - \* More rehabilitation opportunities are needed; with a decrease in the number of disabled veterans, more resources can be concentrated on other disabled persons.
2. TO OFFER VETERANS EDUCATIONAL BENEFITS AS AN INCENTIVE FOR VOLUNTARY MILITARY SERVICE

N= 204

High Present Priority (Mean 2.8)  
Moderately Low Future Priority (Mean 3.1)

- \* Absolutely essential with an all-volunteer military service.
  - \* Mandatory youth service in which military is only one option is highly desirable.
  - \* Desirable because: 1) incentives are needed to recruit volunteers; 2) educational institutions need the subsidy; and 3) many youth do not know what education to pursue before military training.
  - \* Those who serve in the military need recognition and support beyond those who refuse or choose not to serve; the present system is failing.
  - \* If we are to have any military at all, it should be of high calibre.
  - \* If veterans need educational benefits, everyone else needs the same benefits.
  - \* Emphasize national service rather than military service; train for civilian disasters and survival.
  - \* There will be a return to the draft or some other compulsory form of government service.
3. TO PREPARE EXECUTIVE OFFICERS, STRATEGISTS, AND POLICY ANALYSTS FOR NATIONAL DEFENSE

N= 230

Moderately High Present Priority (Mean 2.7)  
Low Future Priority (Mean 3.1)

- \* The complexities of national defense in the nuclear age make this highly desirable; an important objective for contemporary nations.
  - \* Preparation of leaders for national defense is essential, but building the vested interests of the defense establishment must be avoided.
  - \* I distrust the military on civilian issues; similarly I would worry if civilians were a serious part of our national defense.
  - \* Too preoccupied with so-called national defense, i.e., preparation for war. This issue is not of much interest to the general public.
  - \* Fund alternative national security through nonviolent conflict resolution.
4. TO TRAIN MILITARY SPECIALISTS AND TECHNICIANS TO SUPPORT LARGE COMPLEX WEAPONS SYSTEMS

N= 179 Very Low Consensus on Present and Future Importance

High Present Priority (Mean 3.0)  
Low Future Priority (Mean 3.1)

- \* This is needed to maintain national defense; it also provides a trained cadre of technicians for industry.
  - \* A reality in our world; in the age we live in, military strength is necessary to protect our freedom and economy.
  - \* We need fewer people with higher levels of training.
  - \* The real fear is accidental war; specialists and technicians must be highly trained to avoid the danger of unthinking, reflex responses and errors in judgment.
  - \* Not an educational function as I define it, nor a goal of adult learning. It is the job of industry and the military.
5. TO OFFER YOUTH MILITARY TRAINING OPPORTUNITIES WHICH READILY TRANSFER TO JOB OPPORTUNITIES IN CIVILIAN LIFE

N= 613 Very Low Consensus on Future Importance

Moderately Low Present Priority (Mean 2.5)  
Low Future Priority (Mean 3.0)

- \* Universal military training with training that transfers to civilian life is too smart an option to overlook; we teach youth a trade and save the government money.
- \* Youth will be attracted as volunteers if there are clear training and career options as long as the U.S. has a standing military force.
- \* The military is still the best growing-up experience for many youth; and with the emphasis on electronic technologies, much training has application to civilian jobs.
- \* We cannot compromise military strength and national security. Military service really needs to be viewed as a separate career option rather than as training for largely unrelated civilian occupations.
- \* Military training is for national defense, not job training; having an effective military force is essential. This goal must not be compromised.
- \* Mandatory national service for youth in which military service as one option is highly desirable.
- \* If the size of the military force is reduced, it is essential that training focus almost exclusively on military duties.
- \* An all-volunteer force is not adequate to meet defense needs. Training opportunities having transfer value will help recruit a better voluntary military force.
- \* The majority of military jobs intrinsically prepare youth to function effectively in civilian jobs.
- \* Demographic trends for the next ten years make planning necessary here; a combination of military training and civilian job training carry-over is a reasonable objective.
- \* The military needs to reevaluate its present career systems and align them with industrial practice.
- \* Military training is obsolete. National service for civilian disasters is a better option.
- \* I vehemently oppose military training except for Congressionally-declared wars.
- \* The buildup of military power and dependence on the military is very dangerous to society.
- \* No, it is ridiculous to consider the military as an adult learning institution.

6. TO MAINTAIN THE FITNESS AND COMPETENCE OF MILITARY FORCES FOR SMALL-ARMS WARFARE

N= 613

High Present Priority  
Low Future Priority

(Mean 2.9)  
(Mean 3.0)

- \* Military preparedness is still the best defense against aggression.
- \* In spite of technological advances, current military practices will persist with little major change.
- \* Small-arms warfare is needed primarily for police actions and peace-keeping operations.
- \* World ideological conflicts and resolution of the energy crisis over the next decade demands preparation for defense of the American way of life.
- \* Small-arms warfare is outmoded if the U.S. stays clear of interventions in foreign wars.
- \* Small-arms warfare is predicated on faith that the enemy will view warfare the same way.
- \* Tactical nuclear weapons will deter war.
- \* Large, automated systems will be the key arsenal of future military forces.
- \* Small arms warfare is essentially wasteful of resources because it is manpower intensive; the world is rapidly becoming saturated with mechanized armies.
- \* We need nonviolent, nonmilitary alternatives for resolving conflict (e.g., a National Peace Academy).

## 7. TO EXPAND TRAINING AND JOB OPPORTUNITIES FOR WOMEN IN THE MILITARY

N= 179 Very Low Consensus on Moderately Low Present Priority (Mean 2.5)  
 Future Importance Very Low Future Priority (Mean 2.7)

- \* Sex discrimination in the military should be minimized as a matter of equity.
- \* The military has provided a vehicle for moving women into nontraditional occupations and has offered attractive benefits.
- \* If an increasing percentage of the military is composed of women, equal opportunities will have to be provided.
- \* Less important as a goal as women demonstrate that they can play an important role without special consideration.
- \* Remember the primary role of the military is not facilitating change.
- \* Not much change because the number of women in the military will not increase.
- \* This is the most blatant example of tokenism in our society.

## 8. TO OFFER INCENTIVES FOR ACTIVE RESERVES TO MAINTAIN THEIR SKILLS AFTER LEAVING FULL-TIME MILITARY SERVICE

N= 179 Low Present Priority (Mean 2.2)  
 Very Low Future Priority (Mean 2.8)

- \* Necessary to maintain a high degree of readiness in military preparedness without reinstating the draft.
- \* A more efficient way of using military manpower training money and avoids retraining expenses in the event of mobilization.
- \* It is the least expensive alternative for national defense; in the long run, it would help reduce military spending.
- \* In the present scheme, the goal deals with relatively small numbers of people. The importance of maintaining active reserves would be greater as the size of conventional forces is reduced.
- \* The necessity depends upon the outcome of the SALT agreements.
- \* I question whether the military takes full advantage of its present opportunities.

## Part XVII: Religious Values (A Low Priority Area)

Traditional religion is ranked lower than any other category as an adult learning goal priority. Goal rankings as well as comments seem to point to a forum preference for secular humanism rather than traditional religion. These value systems clearly are in conflict. Social and moral responsibility are the dominant themes at the traditional religion end and personal freedom and self-actualization at the secular-humanism end of the continuum.

There was intensity of feeling expressed in the comments. Some of those rejecting traditional religion as an adult learning goal seemed to be concerned about the issue of separation of church and state, interpreting the goal statements to mean public, rather than church support for religious education. Some view spiritual and religious experience as highly personal and individualistic, requiring neither formal church affiliation nor religious education. And some comments reflected a reaction to fundamentalist religious dogma and excesses in religious broadcasting.

Although the weight of comments seemed to be in the other direction, serious concern was expressed about the decline of traditional religion and morality in the United States. Responses supporting traditional religion were highly correlated with those supporting the stability of marriage and the family. The feeling seemed to be that religion is fundamental to the survival of the culture, but it is the responsibility of the church, the family, and the individual. There is a need to restore a sense of religious unity and involvement in the life of a church. Religion sustains people against the pressures of contemporary living and enables them to cope with an uncertain future. Religion also serves those locked in the lowest income and educational levels and is essential to any comprehensive effort to improve psychological health.

1. TO ENRICH THE UNDERSTANDING ADULTS HAVE OF THE SIGNIFICANCE OF MARRIAGE AND THE BENEFITS AND CONTRIBUTIONS THAT MUST BE SHARED TO MAKE MARRIAGE WORK

N= 204 High Consensus

Moderately Low Present Priority (Mean 2.4)  
Moderately Low Future Priority (Mean 3.3)

- \* Return to family cohesion is necessary for survival; family unity is the core of society.
- \* Marriage is a great institution; let's not program it too much.
- \* Make marriage more difficult to enter into like divorce used to be.
- \* I am not sure social engineering will work; we should not create too many expectations about what the nuclear family can do.
- \* Important not just for marriage, but for partnerships involving alternative lifestyles to marriage.
- \* Changing family roles makes marriage different, almost insignificant. Either families create understanding or we fail.
- \* Marriage is OK for those who want it, but it is not crucial for society. The significance of marriage is a value bias.
- \* Surely we can figure some things out for ourselves.

2. TO ENCOURAGE ADULTS TO DEDICATE THEIR LIVES TO THE SERVICE OF GOD AND HUMANS IN NEED THROUGHOUT THE WORLD

N= 179

Very Low Present Priority (Mean 2.0)  
Very Low Future Priority (Mean 2.7)

- \* I believe dedication to serving humans in need would satisfy God.
- \* This would solve many problems, and I am not a deeply religious person.
- \* There are ample religious institutions and orders making specialized efforts to recruit in this area.
- \* Let's take care of the needs of Americans first.
- \* Be careful; Jones was not God.
- \* Service to God is not necessarily service to humans.
- \* This is a heavy trip; it will be greatly misused over the next 10 to 15 years, but it will evolve as a duty equal to serving government.
- \* People who dedicate their lives to others usually have an inflated notion of their contributions.
- \* God has no place in this society, in guiding its goals and directions.

3. TO ENCOURAGE ADULTS TO CLARIFY AND ACT UPON THEIR RELIGIOUS BELIEFS AND SPIRITUAL VALUES

N= 204

Low Present Priority (Mean 2.1)  
Very Low Future Priority (Mean 2.7)

- \* There will be a great revival in religious beliefs and spiritual values.
- \* Religious education is necessary to cope with the future, but religious education must first reform itself.
- \* Religious education is necessary to reestablish ethical, responsible, and meaningful attitudes.
- \* This should be left to churches; it is a personal, not a social, responsibility.
- \* Morality is clearly on the decline; people should have knowledge of value systems that will help them to make moral decisions.
- \* Decisions are really made in the secular community, not in the context of religious values.
- \* Religion is part of any comprehensive program of mental health planning.
- \* Leave something to the creative spirit within the individual.
- \* There is no distinction between religious and moral value; encourage the latter but not the former.

4. TO PROVIDE SPIRITUAL AND RELIGIOUS EXPERIENCES WHICH ENABLE ADULTS  
TO ACHIEVE A SENSE OF TRANSCENDENCE

N= 613

|                           |            |
|---------------------------|------------|
| Very Low Present Priority | (Mean 2.0) |
| Very Low Future Priority  | (Mean 2.5) |

- \* This is fundamental to the survival of our culture, but the responsibility of the church, family, and individual.
- \* Religious experience is necessary to sustain people under the pressures of contemporary living and to prepare people for the demands of an uncertain future.
- \* Involvement in a specific church is necessary because mass communication is too impersonal.
- \* People are searching now; more spiritual options will be open. We will settle into religious patterns which eventually will be incorporated into societal values.
- \* We need to develop a sense of religious unity, returning to the idea that people need people.
- \* Impertinent suggestion. Religious experience can only be achieved through value-oriented study, religious experience, and subjective revelation. I resent the notion of off-the-shelf provision of religious education!
- \* Education should help expose people to religious alternatives but not provide religious experiences directly.
- \* This is the most powerful, unregulated force in society. Knowledge will be important to shield against spiritual manipulation via electronic telecommunication.
- \* Religious experience should not take one out of the present; commitment to change should take precedence over transcendence.
- \* Spiritual and religious experiences are highly personal and individualistic.
- \* Too often religion becomes a cure-all; people are "born again" without any real gain in wisdom.
- \* Personal, not social, responsibility. Leave to voluntary religious organizations.
- \* Belief in the supernatural is not necessary to physical and mental health and may even have negative effects(e.g., Jones cult).

### Future Directions for Adult Learning

Although the whole report deals with the forum's attitudes toward lifelong learning for adults, the following presents answers to four questions which specifically assess the forum's general attitudes toward the subject.

1. Education and learning should be continuous throughout a lifetime, rather than a terminal preparation for the adult years (e.g., completed at age 18 or 21).

| <u>Response</u>   |    | <u>Number</u> | <u>Percent</u> |
|-------------------|----|---------------|----------------|
| No Response       | 0. | 32            | 5              |
| Strongly Disagree | 1. | 26            | 4              |
| Disagree          | 2. | 6             | 1              |
| Uncertain         | 3. | 4             | 1              |
| Agree             | 4. | 116           | 19             |
| Strongly Agree    | 5. | 429           | 70             |
|                   |    | <u>613</u>    | <u>100</u>     |

2. Education and learning should be facilitated through a variety of organizations and individuals within and outside the community, not just schools and colleges.

|                   |    |            |            |
|-------------------|----|------------|------------|
| No Response       | 0. | 33         | 5          |
| Strongly Disagree | 1. | 18         | 3          |
| Disagree          | 2. | 20         | 3          |
| Uncertain         | 3. | 24         | 4          |
| Agree             | 4. | 183        | 30         |
| Strongly Agree    | 5. | 335        | 55         |
|                   |    | <u>613</u> | <u>100</u> |

3. Public policies and funds should be provided to expand opportunities for adult continuing education and lifelong learning.

|                   |    |            |            |
|-------------------|----|------------|------------|
| No Response       | 0. | 35         | 6          |
| Strongly Disagree | 1. | 23         | 4          |
| Disagree          | 2. | 27         | 4          |
| Uncertain         | 3. | 64         | 10         |
| Agree             | 4. | 240        | 39         |
| Strongly Agree    | 5. | 224        | 37         |
|                   |    | <u>613</u> | <u>100</u> |

4. How much change in the present delivery system will be necessary to provide the learning opportunities adults will need over the next twenty years?

|                                                                            |    |            |            |
|----------------------------------------------------------------------------|----|------------|------------|
| No Response                                                                | 0. | 34         | 6          |
| Reemphasize basics through traditional educational institutions            | 1. | 45         | 7          |
| Maintain the status quo through the present delivery system                | 2. | 9          | 2          |
| Introduce innovations and make periodic adaptations in the delivery system | 3. | 235        | 38         |
| Institute major reforms in the delivery system                             | 4. | 223        | 36         |
| Completely restructure the delivery system                                 | 5. | 57         | 9          |
| Other                                                                      | 6. | 10         | 2          |
|                                                                            |    | <u>613</u> | <u>100</u> |

As the figures indicate, there is overall strong support for lifelong learning as a concept and for cooperation among educational providers to facilitate adult learning.

Although still supportive, there is less strong agreement about the provision of public funds and the necessity for major reforms and restructuring of the educational delivery system to implement lifelong learning.

## Appendix A: Description of Forum Participants

| <u>Political Leaders</u>                                                                                                                                                                              | <u>Number</u><br>62 | <u>Percent</u><br>4 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|
| White House (1), Congress (8), Governors (9),<br>State Legislators (11), Urban Mayors (14) Other (19)                                                                                                 |                     |                     |
| <u>Federal Agency Executives</u>                                                                                                                                                                      | 48                  | 3                   |
| Departments of: HEW (22), Labor (5), Agriculture (3),<br>Interior (2), Energy (2), National Science Foundation<br>(6), Civil Service Commission (2), Other (6)                                        |                     |                     |
| <u>National Defense and Military</u>                                                                                                                                                                  | 99                  | 6                   |
| Chief Executive Officers (13), Military training<br>officers (81), Veterans' organizations (5)                                                                                                        |                     |                     |
| <u>Business and Industry</u>                                                                                                                                                                          | 80                  | 5                   |
| Board members and chief executives of major U.S. cor-<br>porations (29), executives of business and trade asso-<br>ciations (12), corporate personnel and training directors<br>(39)                  |                     |                     |
| <u>Labor Unions</u>                                                                                                                                                                                   | 21                  | 1                   |
| Chief Executive Officers (4), education directors (17)                                                                                                                                                |                     |                     |
| <u>Political Interest Groups</u>                                                                                                                                                                      | 82                  | 5                   |
| Executives representing interests of following groups:<br>citizens and consumers (7), women (21), minorities (15),<br>senior citizens (9), environmental (7), youth/children<br>(14), handicapped (9) |                     |                     |
| <u>Foundations</u>                                                                                                                                                                                    | 25                  | 2                   |
| Board members and executive officers                                                                                                                                                                  |                     |                     |
| <u>Mass Media and Communications</u>                                                                                                                                                                  | 43                  | 3                   |
| Executives of television and radio (16), commerical<br>publishers (15), managing editors of newspapers and<br>magazines (11), executives of motion pictures (1)                                       |                     |                     |
| <u>Culture, Humanities and the Arts</u>                                                                                                                                                               | 73                  | 5                   |
| Executives of public broadcasting (20), executives and<br>leaders in humanities and arts (20), library directors<br>(21), museum directors (9), other (3)                                             |                     |                     |
| <u>Religious Organizations</u>                                                                                                                                                                        | 80                  | 5                   |
| National organization executives (27), lay board members<br>(24), religious education directors (18), religious<br>publishers (11)                                                                    |                     |                     |
| <u>Health and Medical Professions</u>                                                                                                                                                                 | 30                  | 2                   |
| Executives of national professional associations (16),<br>health agencies (14).                                                                                                                       |                     |                     |
| <u>Community Service Agencies</u>                                                                                                                                                                     | 22                  | 1                   |
| Executives of voluntary and civic programs (14), recrea-<br>tion and rehabilitation (8)                                                                                                               |                     |                     |

## Appendix A (cont.)

|                                                                                                                                                                                                                                                          | <u>Number</u> | <u>Percent</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| <u>Education and Professional Associations</u>                                                                                                                                                                                                           | 122           | 8              |
| Executives of accrediting agencies (22), national/<br>regional compacts (6), institutional associations (17),<br>academic and professional associations (34), consortia<br>(20), state independent college associations (14), edu-<br>cational media (9) |               |                |
| <u>State and Urban School Systems</u>                                                                                                                                                                                                                    | 51            | 3              |
| Chief state school officers (21), urban school super-<br>intendents (16), state directors of vocational educa-<br>tion (14)                                                                                                                              |               |                |
| <u>State Higher Education Systems</u>                                                                                                                                                                                                                    | 75            | 5              |
| Executives of higher education boards (54), and<br>community and junior college boards (21)                                                                                                                                                              |               |                |
| <u>Presidents of Colleges and Universities</u>                                                                                                                                                                                                           | 154           | 10             |
| Research and doctoral-granting universities (35), compre-<br>hensive universities (32), liberal arts colleges (27),<br>community and junior colleges (60)                                                                                                |               |                |
| <u>Futurists, Scholars and Researchers</u>                                                                                                                                                                                                               | 101           | 6              |
| Futurists and policy analysts (28), educational scholars<br>and researchers (38), arts and sciences scholars and<br>researchers (30), other (5)                                                                                                          |               |                |
| <u>University Presses and Journals</u>                                                                                                                                                                                                                   | 35            | 2              |
| Editors of university presses (14), editors of academic<br>journals (21)                                                                                                                                                                                 |               |                |
| <u>Adult Continuing Education</u>                                                                                                                                                                                                                        | 132           | 8              |
| Executives of national adult education associations (26),<br>adult education scholars and researchers (32), state<br>directors of adult education (27), urban directors of<br>adult education (25), university directors of adult<br>education (22)      |               |                |
| <u>Home Study, Trade and Business Institutions</u>                                                                                                                                                                                                       | 47            | 3              |
| Executives of proprietary home study (7), trade and<br>technical (27), and business institutes (13)                                                                                                                                                      |               |                |
| <u>Agricultural Extension</u>                                                                                                                                                                                                                            | 45            | 3              |
| Directors of university and state agricultrual extension                                                                                                                                                                                                 |               |                |
| <u>Open Access Education Programs</u>                                                                                                                                                                                                                    | 69            | 4              |
| Directors of external degree programs (27), educational<br>brokers (21), free universities (10), library-independent<br>study (7), other (4)                                                                                                             |               |                |
| <u>Miscellaneous</u>                                                                                                                                                                                                                                     | 60            | 4              |
| Total                                                                                                                                                                                                                                                    | 1556          | 98%            |

## Appendix B:

## Organizations and Professions Represented in the Goals Survey

Type of Organization

|     | <u>Response</u>                     | <u>Number</u> | <u>Percent</u> |
|-----|-------------------------------------|---------------|----------------|
| 0.  | No Response                         | 26            | 4              |
| 1.  | Agricultural                        | 1             | 0              |
| 2.  | Business/Industrial Corporation     | 21            | 3              |
| 3.  | Business/Trade Association          | 6             | 1              |
| 4.  | Cultural Institution                | 9             | 1              |
| 5.  | Educational Association             | 56            | 9              |
| 6.  | Educational Institution             | 237           | 39             |
| 7.  | Federal Government                  | 22            | 4              |
| 8.  | Foundation                          | 10            | 2              |
| 9.  | Health/Medical Organization         | 7             | 1              |
| 10. | Labor Union                         | 5             | 1              |
| 11. | Law Enforcement Agency              | 0             | 0              |
| 12. | Leisure/Recreation Agency           | 0             | 0              |
| 13. | Local Government                    | 5             | 1              |
| 14. | Military                            | 34            | 6              |
| 15. | Political Interest Group            | 10            | 2              |
| 16. | Professional Association            | 30            | 5              |
| 17. | Public Affairs Organization         | 0             | 0              |
| 18. | Publisher                           | 16            | 3              |
| 19. | Radio Broadcasting Corporation      | 3             | 0              |
| 20. | Religious Organization              | 20            | 3              |
| 21. | Social Welfare Organization         | 9             | 1              |
| 22. | State Government                    | 51            | 8              |
| 23. | Television Broadcasting Corporation | 3             | 0              |
| 24. | No organizational affiliation       | 1             | 0              |
| 25. | Other                               | 31            | 5              |
|     |                                     | <u>613</u>    | <u>99</u>      |

Control of Organization

|    |                               |            |           |
|----|-------------------------------|------------|-----------|
| 0. | No Response                   | 27         | 4         |
| 1. | Public                        | 302        | 49        |
| 2. | Private-for-profit            | 39         | 6         |
| 3. | Private-non-profit            | 208        | 34        |
| 4. | Religious                     | 26         | 4         |
| 5. | No organizational affiliation | 3          | 0         |
| 6. | Other                         | 8          | 1         |
|    |                               | <u>613</u> | <u>98</u> |

Position in Organization

|     |                                                 |            |           |
|-----|-------------------------------------------------|------------|-----------|
| 0.  | No Response                                     | 24         | 4         |
| 1.  | Elected government official                     | 9          | 1         |
| 2.  | Legislator                                      | 0          | 0         |
| 3.  | Chief executive officer, organization or agency | 209        | 34        |
| 4.  | Other executive officer, organization or agency | 81         | 13        |
| 5.  | Professional representing interests of above    | 33         | 5         |
| 6.  | Administrator, division, department or program  | 173        | 28        |
| 7.  | Professional                                    | 74         | 12        |
| 8.  | Lay member of board or council                  | 4          | 1         |
| 9.  | No organizational affiliation                   | 1          | 0         |
| 10. | Other                                           | 5          | 1         |
|     |                                                 | <u>613</u> | <u>99</u> |

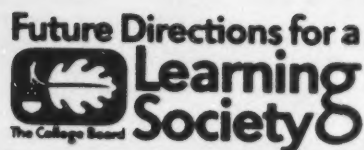
## Appendix B (cont.)

| <u>Type of Educational Institution</u> |                                        | <u>Number</u> | <u>Percent</u> |
|----------------------------------------|----------------------------------------|---------------|----------------|
| 0.                                     | No Response                            | 366           | 60             |
| 1.                                     | Statewide Governing/Coordinating Board | 44            | 7              |
| 2.                                     | Sponsored Research University          | 15            | 2              |
| 3.                                     | Comprehensive University               | 68            | 11             |
| 4.                                     | Liberal Arts College                   | 23            | 4              |
| 5.                                     | Junior or Community College            | 36            | 6              |
| 6.                                     | Vocational or Technical Institute      | 6             | 1              |
| 7.                                     | School System                          | 12            | 2              |
| 8.                                     | Other                                  | 43            | 7              |
|                                        |                                        | <u>613</u>    | <u>100</u>     |
| <u>Sex</u>                             |                                        |               |                |
| 0.                                     | No Response                            | 30            | 5              |
| 1.                                     | Male                                   | 490           | 80             |
| 2.                                     | Female                                 | 93            | 15             |
|                                        |                                        | <u>613</u>    | <u>100</u>     |
| <u>Age</u>                             |                                        |               |                |
| 0.                                     | No Response                            | 32            | 5              |
| 1.                                     | Under 30                               | 9             | 1              |
| 2.                                     | 30 - 39                                | 88            | 14             |
| 3.                                     | 40 - 49                                | 181           | 30             |
| 4.                                     | 50 - 59                                | 201           | 33             |
| 5.                                     | 60 - Over                              | 102           | 17             |
|                                        |                                        | <u>613</u>    | <u>100</u>     |
| <u>Education</u>                       |                                        |               |                |
| 0.                                     | No Response                            | 33            | 5              |
| 1.                                     | No College                             | 2             | 0              |
| 2.                                     | Some college                           | 10            | 2              |
| 3.                                     | Associate's Degree                     | 5             | 1              |
| 4.                                     | Bachelor's Degree                      | 55            | 9              |
| 5.                                     | Master's Degree                        | 159           | 26             |
| 6.                                     | Ed.D. Degree                           | 100           | 16             |
| 7.                                     | Ph.D. Degree                           | 227           | 37             |
| 8.                                     | Law Degree                             | 11            | 2              |
| 9.                                     | Medical Degree                         | 6             | 1              |
| 10.                                    | Other                                  | 5             | 1              |
|                                        |                                        | <u>613</u>    | <u>100</u>     |
| <u>Religion</u>                        |                                        |               |                |
| 0.                                     | No Response                            | 43            | 7              |
| 1.                                     | Catholic                               | 79            | 13             |
| 2.                                     | Jewish                                 | 31            | 5              |
| 3.                                     | Protestant                             | 344           | 56             |
| 4.                                     | No formal religion                     | 100           | 16             |
| 5.                                     | Other                                  | 16            | 3              |
|                                        |                                        | <u>613</u>    | <u>100</u>     |
| <u>Political Orientation</u>           |                                        |               |                |
| 0.                                     | No Response                            | 45            | 7              |
| 1.                                     | Very Liberal                           | 20            | 3              |
| 2.                                     | Liberal                                | 133           | 22             |
| 3.                                     | Moderate                               | 320           | 52             |
| 4.                                     | Conservative                           | 78            | 13             |
| 5.                                     | Very Conservative                      | 1             | 0              |
| 6.                                     | Other                                  | 16            | 3              |
|                                        |                                        | <u>613</u>    | <u>100</u>     |

## Appendix B (cont.)

| <u>Racial/Ethnic Background</u> |                                |            |
|---------------------------------|--------------------------------|------------|
| 0.                              | No Response                    | 44         |
| 1.                              | American Indian/Alaskan Native | 2          |
| 2.                              | Asian/Pacific Islander         | 1          |
| 3.                              | Black                          | 12         |
| 4.                              | Hispanic                       | 3          |
| 5.                              | White                          | 550        |
| 6.                              | Other                          | 1          |
|                                 |                                | <u>613</u> |
|                                 |                                | 7          |
|                                 |                                | 0          |
|                                 |                                | 0          |
|                                 |                                | 2          |
|                                 |                                | 0          |
|                                 |                                | 90         |
|                                 |                                | 0          |
|                                 |                                | <u>99</u>  |

## Appendix C: Directions for Goals Survey



## COMPLETING THE SURVEY

Please **respond to each goal statement** in **three** different ways, using the answer keys to the right and the examples given below.

Space is provided for you to write in **additional goal statements** immediately following the prepared statements.

To complete the survey, please answer the questions in the last two sections:  
**Description of Forum Participants** and  
**Future Directions for Adult Learning.**



## FIRST

Assess how important the **goal is** at the **present** time based on your sense of the time, money and effort now being invested in its achievement.

- ☐ 0 No Opinion
- ☐ 1 Very Low Importance
- ☐ 2 Low Importance
- ☐ 3 Moderate Importance
- ☐ 4 High Importance
- ☐ 5 Very High Importance

| GOAL STATEMENTS                                                                                           | PRESENT IMPORTANCE:<br>GOAL IS NOW OF ... |                         |                                    |                         |                         |                         |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------|------------------------------------|-------------------------|-------------------------|-------------------------|
|                                                                                                           | No Opinion                                | Very Low Importance     | Low Importance                     | Moderate Importance     | High Importance         | Very High Importance    |
| A. To design educational and training programs which anticipate future job requirements                   | <input type="radio"/> 0                   | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| B. To provide access to the learning opportunities adults need and want at convenient times and locations | <input type="radio"/> 0                   | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

- A. In Example A, the respondent thinks that the goal "to design educational and training programs which anticipate future job requirements" **is now** of **low importance** and **should be** of **low importance** in the future.
- B. In Example B, the respondent feels that the goal "to provide access to the learning opportunities adults need and want at convenient times and locations" **is now** of **low importance** but **should be** of **high importance** in the future. No comment is written because the respondent views the goal as an evident need.

## Appendix C (cont.)

| <p>→ <b>SECOND</b></p> <p>Make a judgment about how important the <b>goal should be</b> based on your forecast of <b>future needs</b>.</p> <p> <input type="radio"/> No Opinion<br/> <input type="radio"/> Very Low Importance<br/> <input type="radio"/> Low Importance<br/> <input type="radio"/> Moderate Importance<br/> <input type="radio"/> High Importance<br/> <input type="radio"/> Very High Importance         </p>                                                               | <p>→ <b>THIRD</b></p> <p><b>Comment</b> on the goal statement in any way you want. The purpose of the comments is to communicate your intended meaning and the reasoning behind your responses.</p> <p>For example, you may want to comment on:</p> <ul style="list-style-type: none"> <li>- Why the goal is of very high or very low importance</li> <li>- Why the goal should increase or decrease in importance in the future</li> <li>- What policies, resources or programs will be needed to pursue the goal</li> <li>- Which goals are congruent or in conflict with each other</li> <li>- What benefits and costs are likely to result if the goal is given a high or a low priority</li> <li>- What groups of adults should be given highest priority in providing goal-related learning opportunities</li> </ul> |                                  |                       |                                  |                       |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |                       |                                  |                       |                       |                       |                                                                                                                                                                                              |                       |                       |                       |                       |                                  |                       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------------------|-----------------------|--|
| <p style="text-align: center;">FUTURE IMPORTANCE:<br/>GOAL SHOULD BE OF . . .</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 16.6%;">No Opinion</td> <td style="width: 16.6%;">Very Low Importance</td> <td style="width: 16.6%;">Low Importance</td> <td style="width: 16.6%;">Moderate Importance</td> <td style="width: 16.6%;">High Importance</td> <td style="width: 16.6%;">Very High Importance</td> </tr> </table> | No Opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Very Low Importance              | Low Importance        | Moderate Importance              | High Importance       | Very High Importance                                                                                                                                                                         | <p style="text-align: center;">COMMENTS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%; text-align: center;"><input type="radio"/></td> <td style="width: 16.6%; text-align: center;"><input type="radio"/></td> <td style="width: 16.6%; text-align: center;"><input checked="" type="radio"/></td> <td style="width: 16.6%; text-align: center;"><input type="radio"/></td> <td style="width: 16.6%; text-align: center;"><input type="radio"/></td> <td style="width: 16.6%; text-align: center;"><input type="radio"/></td> <td style="width: 50%; padding: 5px;"> <p><i>It is not possible to determine job requirements until new technologies are well developed. Emphasis should be on acquisition of basic, flexible skills and lifelong learning.</i></p> </td> </tr> <tr> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="text-align: center;"><input checked="" type="radio"/></td> <td style="text-align: center;"><input type="radio"/></td> <td style="height: 40px;"></td> </tr> </table> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <p><i>It is not possible to determine job requirements until new technologies are well developed. Emphasis should be on acquisition of basic, flexible skills and lifelong learning.</i></p> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |  |
| No Opinion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Very Low Importance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Low Importance                   | Moderate Importance   | High Importance                  | Very High Importance  |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |                       |                                  |                       |                       |                       |                                                                                                                                                                                              |                       |                       |                       |                       |                                  |                       |  |
| <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/>            | <input type="radio"/> | <p><i>It is not possible to determine job requirements until new technologies are well developed. Emphasis should be on acquisition of basic, flexible skills and lifelong learning.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |                       |                                  |                       |                       |                       |                                                                                                                                                                                              |                       |                       |                       |                       |                                  |                       |  |
| <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="radio"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="radio"/>            | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |                       |                                  |                       |                       |                       |                                                                                                                                                                                              |                       |                       |                       |                       |                                  |                       |  |

- **No Opinion** indicates that you have insufficient information to assess the present situation or to make a judgment about the future.

## Appendix D: Technical Summary

1. Prospective participants in the forum were identified using a model suggested by Thomas R. Dye in Who's Running America? Institutional Leadership in the United States (Englewood Cliffs, New Jersey: Prentice-Hall, 1976).
2. Quotas for representation of different interests in the forum were reviewed and approved by a 14-member project advisory committee.
3. Participants were selected and invited on the basis of such criteria as: size and centrality of the organization served, executive office held, nomination by key individuals, author citations in selected bibliographies, selection for Who's Who in America or National Academy of Arts and Sciences, and stratified random selection of institutions within relevant categories.
4. Letters of invitation were sent to 3637 prospective participants; 1556 accepted the invitation, 79 requested project questionnaires and reports, 581 refused the invitation and 1421 did not reply.
5. Rates of acceptance to the invitation were lowest among chief executives and political leaders in the nation's largest and most influential organizations (5 to 20 percent). At the opposite extreme, rates of acceptance were highest among executives in educational institutions and professional associations (40 to 75 percent) and individuals directly involved in scholarly research, education or training (45 to 90 percent).
6. A pool of 288 alternative goal statements was developed from adult learning conference proceedings, research on adults in transition, writings on adult learning, goals survey instruments and taxonomies on human development.
7. The project advisory committee and consultants ranked each goal statement as: 1) essential; 2) desirable; or 3) not relevant or important, and criticized wording of the items.
8. The preliminary questionnaire received a trial run with a panel of 40 members of the Adult Learning Service Advisory Committee in the State of New York. Critiques were also prepared by College Board staff, members of the project advisory committee, and outside consultants.
9. As a pretest of construct validity, three independent judges classified 120 goal statements into 30 a priori classifications with a high degree of accuracy. At least two of the three judges agreed on every statement classified. Nearly all content areas were classified with 75 to 100 percent agreement with the a priori classification of statements.
10. Three different forms of the Goals Survey were constructed, each containing 60 goal statements. Data describing the forum participants and 30 common items were selected, giving priority to the two most essential items in each content area. The remaining items were randomly assigned to each of the three forms.
11. Different forms of the Goals Survey were randomly assigned to the forum participants, with the samples stratified by participant classification codes. A check on the randomization process revealed no significant differences among the samples for any variables common to the three forms.
12. The response rate for the Goals Survey (41 percent) was only half the response rate for the Societal Trends Survey (82 percent). Reasons for the lower response rate are unclear, but there are several likely possibilities: 1) the second round required more

## Appendix D (cont.)

time to read the Societal Trends Report and to complete the Goals Survey; 2) nonrespondents might have lost interest because of the excessive delay in processing between rounds; 3) nonrespondents might have had less interest or felt unqualified to comment on goals for adult learning; and 4) the Goals Survey instrument might not have been as well received as the Societal Trends instrument.

13. The possibility definitely exists that the respondents to the Goals Survey were more positively biased toward lifelong learning for adults than were the nonrespondents.
14. A hierarchical cluster analysis was performed separately for each survey form based on all present and future goal responses. The cluster map was used to order the questionnaires on the basis of the similarity of responses and to maximize separation among three groups having different goal perceptions and preferences.
15. A step-wise multiple-discriminant analysis was performed separately for each form, and separately for the present and future goal responses, to identify the goal statements with the lowest level of agreement among the three groups. The present and future F values for the variables selected as significant in the multivariate F test were used as the criteria for ranking the statements having the lowest consensus. Goal statements with nonsignificant F values were assumed to have high consensus.
16. Applying discriminant analysis weights to the Goals Survey responses, the groups were accurately classified in the following percentage of cases:

Applied to Same Population

|          | <u>Present</u> | <u>Future</u> |
|----------|----------------|---------------|
| Form I   | 73%            | 55%           |
| Form II  | 68%            | 77%           |
| Form III | 60%            | 55%           |

Applied to Randomly-Selected Population (Jackknifed)

|          |     |     |
|----------|-----|-----|
| Form I   | 70% | 53% |
| Form II  | 62% | 71% |
| Form III | 60% | 53% |

17. Applying discriminant analysis weights to the Societal Trends Survey impact responses produced more consistent and accurate group classifications:

Applied to Same Population

|          | <u>Impact</u> |
|----------|---------------|
| Form I   | 78%           |
| Form II  | 72%           |
| Form III | 73%           |

Applied to Randomly-Selected Population (Jackknifed)

|          |     |
|----------|-----|
| Form I   | 74% |
| Form II  | 70% |
| Form III | 68% |

18. The lower accuracy in discriminating among groups and the smaller number of significant variables selected in the step-wise discriminant analysis indicates a higher degree of consensus on goals than on societal trends among the forum participants.

## Appendix D (cont.)

19. A factor analysis was performed on the future goal responses using three factors to explain the simple structure of adult learning. The proportion of variance accounted for by each of the three factors was:

|                                   | Form I | Form II | Form III |
|-----------------------------------|--------|---------|----------|
| I Centralization/Decentralization | 72%    | 72%     | 70%      |
| II Liberal/Conservative           | 17%    | 16%     | 19%      |
| III Elitism/Egalitarianism        | 11%    | 12%     | 11%      |

The three-factor analysis was performed using the Promax Rotation Method.

20. As a check on the a priori classification of items, a factor analysis was performed on the present goal responses using eight factors to further explain the structure of adult learning. The proportion of variance accounted for by each of the eight factors was:

| Factors | Form I | Form II | Form III |
|---------|--------|---------|----------|
| I       | 60%    | 70%     | 62%      |
| II      | 6%     | 6%      | 7%       |
| III     | 5%     | 5%      | 5%       |
| IV      | 4%     | 4%      | 4%       |
| V       | 3%     | 3%      | 4%       |
| VI      | 3%     | 2%      | 3%       |
| VII     | 2%     | 2%      | 3%       |
| VIII    | 2%     | 2%      | 3%       |
|         | 95%    | 95%     | 89%      |

The eight-factor analysis method used was Iterated Principal Axis.

21. Having items from 30 a priori scales randomly assigned to three different forms of the Goals Survey complicated the interpretation of the factor analysis scales. The three forms were not strictly parallel because in the random assignment some scales were over or under-represented on any given form. But by selecting items from different forms that loaded in the same factor scales with common items, it was possible to identify 17 scales that were logically consistent with the 30 a priori scales. The 17 factor scales of 7-8 items each, rather than the 30 a priori scales of 4 items each, were used to present the results.
22. The factor plots for the factor analysis were used to locate the factor scales in three-dimensional space. Factor I: Centralization/Decentralization, and Factor II: Liberal/Conservative were used to plot the location of each variable; items in the same factor scale were circled to define their location. Future Directions for Adult Learning (page 52) was constructed as a rough composite of the factor plots from all three forms of the Goals Survey.
23. The criterion for ranking future needs was calculated by subtracting the mean for present goals from the mean for future goals and dividing by the standard deviation of future goals to produce a needs index. The logic used in the ranking is: the higher the mean of the future goal, the larger the difference between present and future goals and the higher the consensus, the greater the future need.
24. Having defined three significantly different groups, i.e., different goal perspectives, and the goals on which there was significant disagreement, comments were organized by group, content area, and goal statement. A content analysis was made for each set of comments looking for the dominant themes. An analysis was made on the total sample of goals questionnaires for each of the three forms of the survey instrument. Over 6,200 comments were reviewed; eliminating redundant themes, a representative range of comments is included in the summary for each scale.

## Appendix D (cont.)

25. The comment summaries are necessarily more subjective than the response summaries. Depending on the number and clarity of comments, the picture presented for each goal is more or less coherent and complete.